DOCUMENT RESUME

ED 117 521 95 CE 006 201

AUTHOR	Jenks, Houston C., Ed.
TITLE	A Staff Development Manual for Career Education. Vol. 1: Elementary Level.
INSTITUTION	Saint Charles Parish Schools, Luling, La.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	181p.; For Volumes 2 and 3, see CE 006 202-203
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage
DESCRIPTORS	*Career Awareness; *Career Education; *Curriculum Guides; Dramatic Play; Educational Objectives; Educational Resources; *Elementary Education; Evaluation Criteria; Instructional Materials; Integrated Curriculum; Learning Activities; Occupational Clusters; Puzzles; Unit Plan

ABSTRACT

The first section of the manual for developing career education in existing Louisiana elementary school programs is an introduction to the concept and rationale of career education and to the roles of educators and parents in infusing career education into the curriculum. Section 2 discusses the availability and use of career education materials, and section 3 provides guidelines and suggested topics for guest speakers and field trips. Section 4, composing the bulk of the document, consists of unit plans covering: school helpers (K-1), whose hat is this? (grades 2-3), self-awareness (grades 4-6), communication (grade 5), work tasks and habits (grades 1-6), foods and nutrition (grade 6), the process of photosynthesis (grade 6), let's build a house (grades 3-6), people and their work (grades 1-2), and dental health workers and the law (grades 3-4). Each unit plan lists subject areas, goals, concepts, objectives, activities, resources, and evaluation criteria. The unit on dental health workers also includes the script for a one-act-play, "The Toothache Mystery: The Trial of the Dental Health Six." Two appendixes include an outline of the 15 job clusters and 21 job cluster hidden word puzzles. (JR)

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A STAFF DEVELOPMENT MANUAL FOR CAREER EDUCATION

VOLUME I: Elementary Level

St. Charles Parish Schools
Luling, Louisiana

Robert C. Rice, Superintendent

1974

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FOREWORD

The infusion of career education into the subject matter areas requires considerable planning if it is to achieve maximum utility. This volume offers a variety of teacher strategies and cucciculum units to ensure effective integration. It includes a rationale for career education and also a documentation of the needs for the emphasis on career education.

This volume is dedicated to those teachers who helped make the implementation of our first year of career education a success. A large part of this success is also attributed to the untiring efforts of the career education counselors.

Houston C. Jenks, Ph.D.
Editor
Supervisor of Career Education

Acknowledgment is given to the development team involved in the production of this material.

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(This material was prepared under a grant from ESAA and Act XIV funds.)

INTRODUCTION

CAREER EDUCATION - WHAT IS IT?

Career education is defined by Kenneth B. Hoyt as the total effort of schools and the community to help all individuals become familiar with the values of our work-oriented society so that work can become possible, meaningful, and satisfying.[1] It is a continuing, developmental process which should begin no later than kindergarten. Early attitudes and information about self and the world of work form the foundation for future career decisions.

The elementary level of career education, called career awareness, stresses awareness of self in relation to the work-a-day world. In becoming aware of themselves, students develop positive attitudes toward themselves and others. Awareness of careers begins with the students' home and community and gradually broadens to more remote career areas.

Motivation to join the work force is also an important aspect of career awareness. Good work habits and the personal and social satisfactions of work are stressed. Students learn that society requires the skills and services of all workers and thus they develop respect for all jobs.

Career awareness should be integrated into all phases of the curriculum, relating all subject matter to the diverse ways in which adults live and earn a living. The skills, knowledge, and attitudes necessary for success in work should be emphasized and phased into every subject for every child. Career education helps students to view their courses as relevant and meaningful to what they are doing now, and what they plan to do in the future. The ultimate goal of career education at the elementary level is to insure youngsters self and occupational awareness as a foundation for career decisions in their futures.

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[1] Kenneth B. Hoyt, *et al*; *Career Education: What It Is and How To Do It* (Salt Lake City: Olympus Publishing Company, 1972), p. 1.

WHY CAREER EDUCATION?

Extensive documentation of the need for career education exists. To date, only 12% of the nation's high school students have been exposed to any kind of skill-producing training. Young people are not receiving the training to meet employers' needs. The proportions of college-prepared and vocationally-prepared students are also inconsistent with employers' needs. Department of Labor statistics show that the educational requirements for the labor force in the 1980's will be for 20% with baccalaurate or higher degrees, 25% with technical training, and 55% with vocational skills. These changes in the labor market demands have significant negative implications for young people, considering that youth unemployment rates already run two to three times higher than the national average. Persons between the ages of 14-19 and 20-24 rank first and second as having highest national unemployment rates.

In Louisiana, out of 100 students who enter the first grade, 45 drop out before completing high school. Of the 55 who graduate, 40 go to college and 13 graduate from college. Educational programs are drastically needed for the 87% of youth who do not earn college degrees.

The quantity and quality of vocational-technical education in Louisiana is woefully inadequate as compared with most states. State Superintendent of Education, Louis Michot, states that in far too many cases, a high school diploma does not mean access to a job because salable skills are lacking. Furthermore, many industries fail to locate in Louisiana, citing as reasons a lack of skills and low employment reliability among workers.

Locally, the rate of unemployment among the 18-21 year age group is 15.2%, second highest in the state. Local students lack knowledge of occupations available to them. Statistics show that students are aware of only a few of the occupations that exist. Students also have very limited knowledge of appropriate work habits.

Positive atttitudes toward self and others are important for success in employment. Statistics show that students in the upper grades have negative attitudes toward themselves and others. Furthermore, attitudes such as poor opinions of work, lack of responsibility and self-discipline, and misunderstanding of the real demands of work exist because young people have not had a systematically planned opportunity to learn and inculcate the values necessary for successful employment.

These statistics point out a drastic need for educational programs to furnish knowledge of occupations, job skills, good work habits, and positive attitudes toward self and others as they relate to the needs of area business and industry. Career education is the best answer to date for meeting the needs of our youth.

1973-74 SESSION-STATUS OF CAREER EDUCATION IN ST. CHARLES PARISH

Results of the first year of the career education program in St. Charles Parish are most encouraging. Elementary students have been exposed to more careers than ever before through subject-matter tie-ins, the use of career education materials in the classrooms, guest speakers, and well-planned field trips. Much time was spent involving students in self-awareness activities. Community members as well as school staffs have become actively involved in the program, but a total involvement of all persons interested in young people's futures is necessary for lasting results.

Because of federal funding for the 1973-74 session, evaluation instruments were used extensively throughout the parish in order to determine the extent to which the program objectives were met for students, administrators, teachers, and parents.

The following chart is presented to show the evaluation of the stated objectives:

OBJECTIVES	EVALUATION
1. Each student, K-6, will be able to name the occupations of each member of his immediate family.	1. Sixty-seven percent of the students achieved the objective.
2. Eighty percent of the students, K-12, will be able to increase by five the number of occupations they can name.	2. Eighty-four percent of the elementary students increased the numbers of occupations named by five.
3. Each student, 1-12, will increase by five the number of desirable work habits he can name.	3. Sixty-three percent of the elementary students achieved the objective.
4. Ninety-five percent of the elementary students will have used materials from the career education centers.	4. Ninety-seven percent of the elementary students used materials from the career awareness centers.
5. Grade failures will have been reduced by ten percent from the 1972-73 to the 1973-74 session.	5. Grade failures in elementary schools were reduced by two percent.

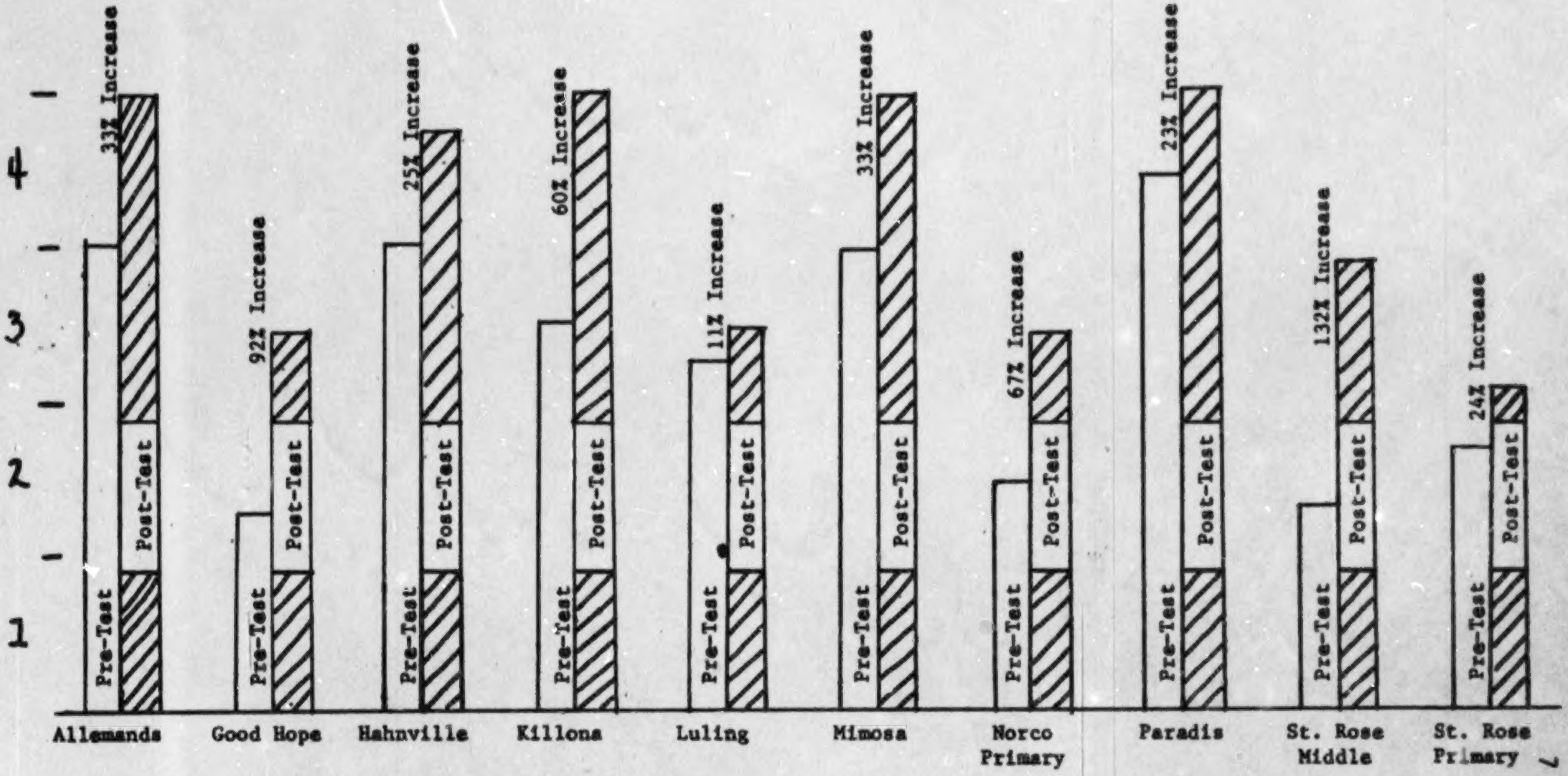
OBJECTIVES	EVALUATION
6. Seventy-five percent of the teachers and administrators will express satisfaction with the program.	6. Ninety-nine percent of the teachers and administrators expressed satisfaction with the program.
7. Seventy-five percent of the parents will express approval of the program.	7. Ninety-nine percent of the parents expressed approval of the program.

RESULTS FOR 1973-74 CAREER EDUCATION

FAMILY OCCUPATIONAL INVENTORY BY SCHOOL
ST. CHARLES PARISH

Pre-Test: September 1973
Post-Test: May 1974

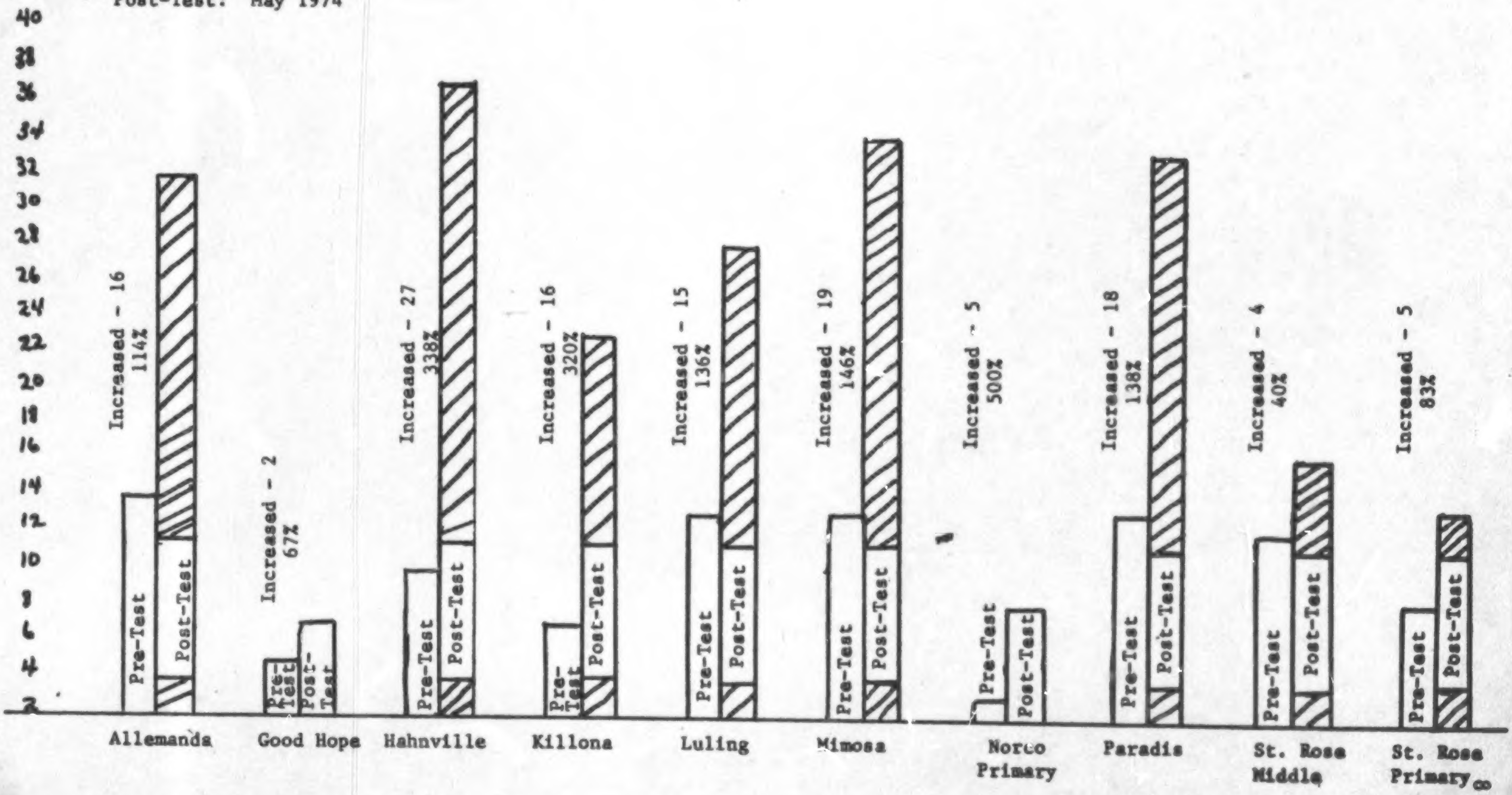
Highest possible score was 4.0



RESULTS FOR 1973-74 CAREER EDUCATION

OCCUPATIONAL INVENTORY BY SCHOOL
ST. CHARLES PARISH

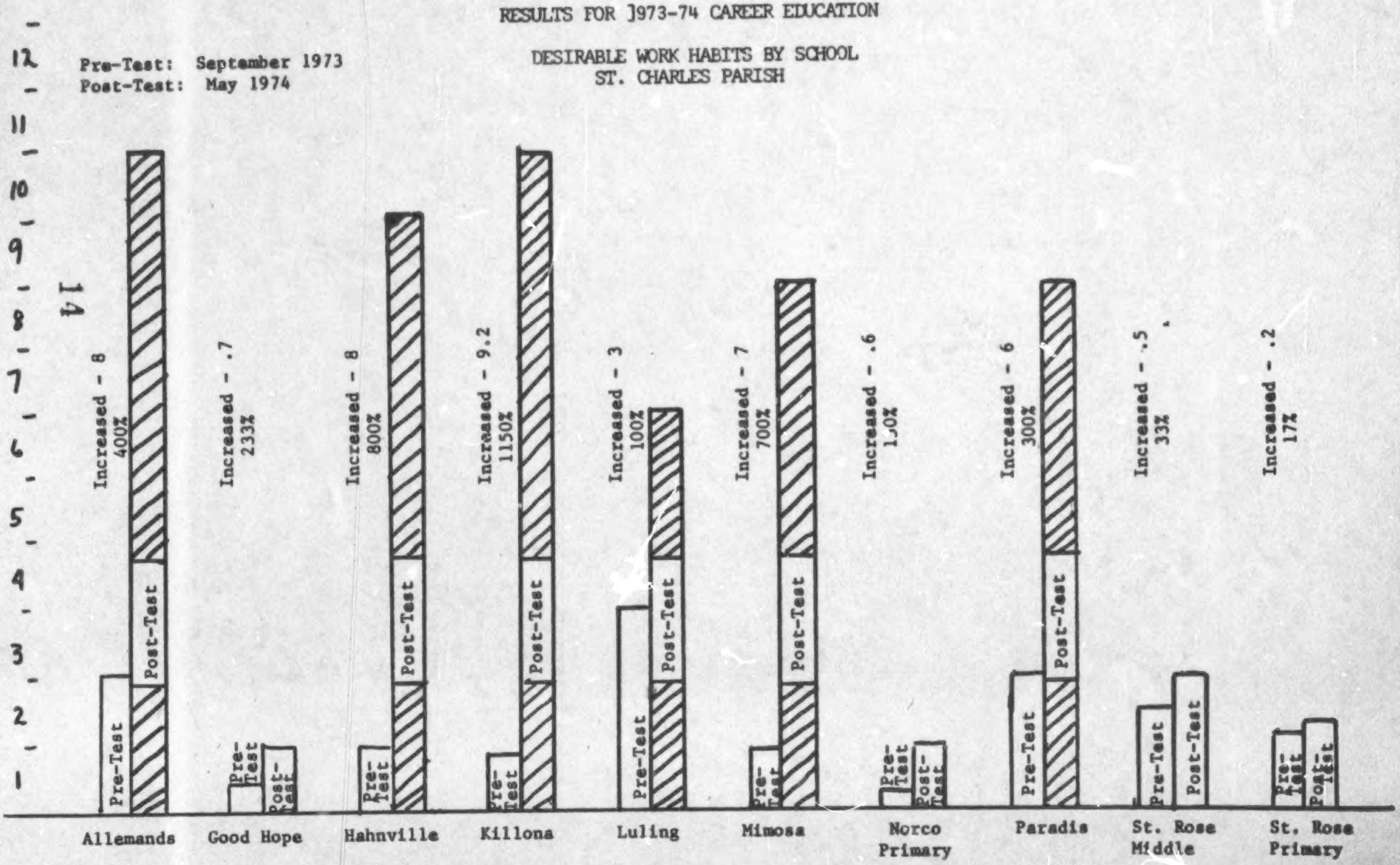
Pre-Test: September 1973
Post-Test: May 1974

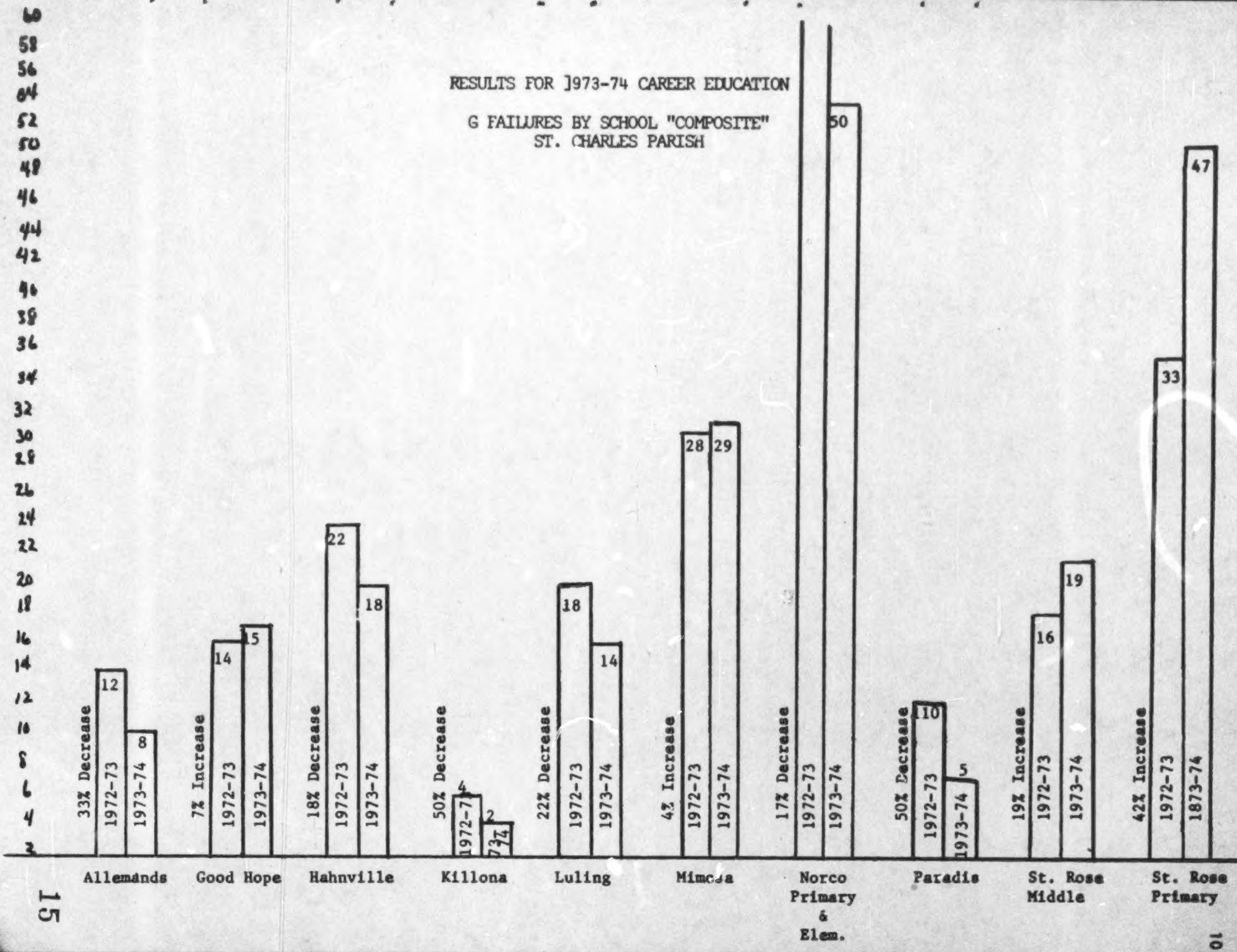


RESULTS FOR 1973-74 CAREER EDUCATION

DESIRABLE WORK HABITS BY SCHOOL
ST. CHARLES PARISH

Pre-Test: September 1973
Post-Test: May 1974





RESULTS FOR]973-74 CAREER EDUCATION

G FAILURES BY SCHOOL "COMPOSITE"
ST. CHARLES PARISH

WHAT ROLES ARE INVOLVED IN CAREER EDUCATION?

The career education team is made up of counselors, principals, teachers, and parents. Each member plays an important role to insure youngsters self and career awareness as a foundation for future career decisions. It is important that all members of the team work together cooperatively to insure optimum results from the program.

Principal

As the head of the instructional staff, the principal acts as the facilitator of career education in the school by challenging the teachers to put forth their maximum effort for meeting the total educational needs of students. The principal can facilitate the implementation of career education by:

1. Encouraging teachers to integrate career concepts into all phases of instruction.
2. Involving students, staff, parents, and the community in the school's career education program.
3. Working closely with counselors in implementing the career education plan for the school.
4. Providing in-service training for teachers in career education.

Career Education Counselor

The major role of the career education counselor at the elementary level is to assist teachers in implementing career education in their classrooms. This counselor serves as a resource person in the following ways:

1. To assist in furnishing information and materials for career education activities in the classroom.

2. To assist teachers in developing career education subject matter related units.
3. To assist teachers in arranging class field trips, observations, and resource speakers used as culminations for career education units.
4. To maintain career awareness centers which house career materials.
5. To instruct teachers in the use of career materials.
6. To assist in administering and tabulating data for evaluative design.

Teacher

The effects of classroom experiences on the lives of children are largely determined by the teacher. Just as elementary teachers lay the foundation of skills for future learning, it is important that they lay the foundation of skills for self and career awareness to meet future career decisions. If the purpose of education is to prepare young people for life, then it is vitally important that every teacher become involved with career education. Career education is not another subject area for the teacher to teach. It is a process of refocusing activities in the classroom around career education themes, without altering or detracting from subject area concepts.

The teacher's role in career education includes the following:

1. To become familiar with career education concepts.
2. To integrate career education concepts with subject matter areas through the development of units.
3. To reinforce these concepts through the use of field trips, observations, and resource speakers.
4. To utilize career awareness materials in daily classroom activities.
5. To motivate student's career awareness through activities such as role-playing, group discussions, and "hands-on" involvement when possible.

Parent

The parent's role in career education is of vital importance. Elementary students first learn about the world of work and work attitudes from their parents.

Direct involvement of parents in classroom activities can be one of the most effective components of the career education program. Parents may become involved in the following ways:

1. Acting as resource speakers for their own occupations.
2. Helping to arrange for field trips to their work environments.
3. Sharing their avocations with students.
4. Contributing tools of their trade for "work role kits."

CAREER EDUCATION MATERIALS

AND

HOW TO USE THEM

MATERIALS IN CAREER AWARENESS CENTERS

Various audio-visual materials and books have been purchased to assist teachers in implementing career education in their classrooms. These materials can be used for group guidance to increase students' self-awareness or in conjunction with individual subject matter areas to increase students' career awareness. The following is a list of materials accompanied by descriptions:

A. Guidance Materials

1. Dynamo Power. Creative Education Systems. Grades K-2. This kit is dedicated to educating the whole child in the vital areas of attitudes and self-concept. Contents include: 10 recorded units on 5 cassettes, 10 filmstrips, 10 posters, patterns for hand puppets and flannel board characters, and a Leader's Guide including discussion questions, involvement activities for readiness, evaluation material, musical accompaniment for several songs and choral readings, finger plays, and short stories.

2. Focus on Self-Development Stage I: Awareness. SRA. Grades 1-2. Focus is an audio-visual program designed for use in the classroom. It leads the child toward an understanding of self, others, and environment effects. Contents include: cassette recordings, art and photo filmstrips, 20 two-sided photoboards, teachers' guide, and pupil books - Here I Am.

3. Focus on Self-Development Stage II: Motivation or Responding. SRA. Grades 3-4. Stage II is concerned with response, which ranges from the child doing something because it is expected of him to pursuing

it on his own and getting satisfaction from it. Contents include: cassette recordings, art and photo filmstrips, photoboards, teachers' guide, and pupil book - The Me I Know.

4. Focus on Self-Development Stage III: Involvement. SRA. Grades 5-6. Stage III introduces the concept of involvement in causes of behavior, problem solving, and other topics which are important to children like choosing, family relationships, etc. Contents include: cassette recordings, art and photo filmstrips, 20 two-sided photoboards, teachers' guide, and pupil book - Being Me.

5. "They're OK, You're OK - 21 Activities to Help Your Class Develop Self-Awareness and Concern for Others," Elementary Teacher, Ruth Punelli. Grades K-6. Twenty-one excellent short classroom activities are listed for increasing students' awareness of themselves and for improving self-concepts.

B. Social Studies Materials

1. Our Working World - Families. SRA. Grade 1. Families is a basic social studies program which may be used to supplement the social studies text, Families and Their Needs. It develops important concepts in sociology, anthropology, history, economics, geography, and political science. It is designed to correlate with all subject areas. Components include: Teacher's Resource Guide, pupil texts, Teacher's Guide to Problems Book, pupil problems book, and cassette recordings.

2. Our Working World - Neighborhoods. SRA. Grade 2. Neighborhoods is

a basal social studies program which may be used to supplement the social studies text, Communities and Their Needs. It is designed in a systems orientation, utilizing concepts from all of the social sciences. Components include: Teacher's Resource Guide, pupil texts, Teacher's Guide to Problems Book, pupil problems book, and cassette recordings.

3. Our Working World - Cities. SRA. Grade 3. Cities is a basal social studies program which may be used to supplement the social studies text. People Use the Earth. It uses the fundamental ideas of each of the social sciences and relates them to all subject areas. Components include: Teacher's Resource Guide, pupil texts, Teacher's Guide to Problems Book, pupil problems book, cassette recordings, and filmstrips.

4. News Lab. SRA. Grade 5. News Lab is a supplement to the present social studies program. It can be used in large groups, small groups, or by individual students to enrich their knowledge of a newspaper's contents. Components include: 200 activity cards, a News Guide, evaluation sheets, and individual record folders.

5. Worker Series Filmstrips. Coronet. Elementary grades. The Worker Series is an audio-visual program for use in the elementary grades. It is designed to increase the student's understanding of a number of careers. Components include: teacher's guide and filmstrips with records entitled, "Workers and Their Work," "Workers Who Move Things," "Workers Who Sell," "Workers Who Fix Things," "Workers Who Provide Services," and "Workers in Professions."

6. Career Education Program, Volume I. Houghton Mifflin Company. Grades K-6. This volume of units is designed to assist teachers in implementing career education in their classrooms. Four extensive career education units are included for each grade level.

7. "Cluster for Personal Service Occupations." Upper Elementary Grades. Tasks are listed for elementary grades. Broad areas, levels, and jobs are listed along with skill development and related knowledge.

8. "Career Concepts and 15 Career Clusters." Upper Elementary Grades. Sixteen career concepts are listed for elementary school. The fifteen career clusters are listed with their related occupations.

9. "World of Work as It Relates to the Citrus Industry." Grades 4-6. Basic concepts, classroom activities, and a game, "To Market, To Market," are included in this unit. Societal interdependence, ecology, geography, mathematics, health, and creativity concepts are included.

10. Louisiana State Social Studies Curriculum Guide 1973. Grades K-6. Concepts, objectives, and activities are listed for anthropology, sociology, geography, economics, and political science for each grade level. A career correlation chart is included. This guide relates career concepts to social studies activities.

C. Mathematics Materials

1. The Math Application Kit. SRA. Grade 6. This kit is designed to make mathematical concepts more relevant to the world of work. The

emphasis shifts from teaching to learning the uses and applications of mathematics from the real world. Components include: a teacher's handbook, a student handbook, six groups of activity cards, and reference cards. The activity cards are grouped as follows: sports and games, occupations, social studies, appeteasers, science, and everyday things.

2. Louisiana State Mathematics Curriculum Guide 1973. Grades 1-6. Concepts, performance objectives, and related career-oriented activities are included for each grade level. All activities are correlated with textbooks.

D. Language Arts Materials

1. Focus on Self-Development. SRA. All levels. Numerous language arts activities are included in the teacher's guide.

2. Popeye the Sailor Career Education Comic Books. King Features. Upper elementary grades. This series of comics is an informative set of highly communicative materials which incorporate the use of visual stimuli, as well as the printed word, in conveying to the reader the qualifications required for occupations in various fields. The set includes a comic book for each of the fifteen occupational clusters.

3. Louisiana State Language Arts Curriculum Guide 1973. Grades K-6. This is a complete guide designed for use with basic texts and other resources. Career concepts and activities are included.

E. Art Materials

1. Louisiana State Art Curriculum Guide 1973. Grades K-12. Concepts, performance objectives, and activities are listed for each grade level. A table of careers in the arts is included.

F. Music Materials

1. Louisiana State General Music Curriculum Guide 1973. Grades K-6. Career objectives and activities are listed for rhythm, melody, harmony, form, and style.

G. General Materials (for teachers)

1. Career Education and the Elementary School Teacher. Kenneth G. Hoyt. Grades K-6. This book gives many examples of academic learning through career awareness. Objectives are listed with activities for each grade level. Field trips and resource speakers are discussed.

2. Career Education, What It Is and How To Do It. Kenneth Hoyt and Rupert Evans. Grades K-6. This book discusses the philosophy of career education, its concepts, components, phases, the need for career education, and its potential contribution. Action steps for implementation are listed and discussed.

3. Career Education Resource Guide. General Learning Press. All grades. The rationale for career education is discussed and career education is defined. The guide defines the role of the classroom teacher in implementing career education and lists numerous career games, activities, projects, and units.

4. Selected Resources for Career Education. All grades. This resource includes the basic characteristics for career education, needs for

the different areas, and a bibliography listing materials according to grade level.

5. Louisiana State Plan for Career Education. All grades. These books give operational definition of career education and an experience-based, sequential subject area plans for grades K-12.

6. "Occupations Related to 13 School Subjects." All grades. Diagrams for each school subject show related occupations and their numbers from the Dictionary of Occupational Titles. This is an excellent resource for making school subjects more relevant to the world of work.

7. "Career Education and Career Choice - What It Means." Kenneth Hoyt. All grades. Dr. Hoyt describes career choice as allowing students freedom to choose a career. He describes goals, the process, and career choice as it relates to vocational education.

8. "Career Education Concept Filters Down." All grades. This unit is about a pet shop. After exploring a pet shop, the entire class is to relate math, spelling, reading, and social studies to the experience. Trips to pet food factories, a veterinarian's office, and the SPCA are suggested. At the conclusion of the unit, students are to discuss the kinds of people employed in animal care and the kinds of satisfaction which such employees might encounter.

9. "A Career Development Program in the Chicago Public Schools." All grades. Activities are suggested for mathematics, science, spelling, directed studies, social studies, composition, reading, and art in this article.

10. "How Do the Young Become Adults?" James D. Coleman. All grades. This article discusses changes in the family, the workplace, and the school and suggests skills which the school can teach.

11. "Peacemaker, Plumber, Poet, Drummer, Why Children Must Explore the World of Work and How You Can Help Them." All grades. This article discusses questions that need to be asked and suggests relevant activities to be applied in the classroom. A discussion follows by teachers who have put career education plans to work.

12. Questions and Answers about Career Education. All grades. This article answers questions about career education and explains how it will be implemented in the elementary schools in Louisiana.

13. "Marland on Career Education." All grades. U.S. Commissioner of Education Marland speaks out for the new emphasis on career education. He gives his responses to some of the most frequently asked questions about career education.

14. "Activities to Help Implement Career Awareness." Grades K-6. Forty-eight excellent activities are listed which have been used in East Baton Rouge Elementary Schools.

15. "Free Films from Louisiana Power and Light Company." All grades. Directions for ordering films are included with a complete list of excellent films related tc various careers.

H. Books for Students (available in mose Career Awareness Centers)

1. A Building Goes Up. Ely Jacques Kahn
2. A Book of Astronauts for You. Franklyn M. Branley

3. Animal Doctors - What Do They Do? Carla Greene
4. People Who Make Our Homes. Alta McIntire
5. Exploring Under the Sea. Marie Neurath
6. About Family Helpers. Elane Hoffman and Jane Hefflefinger
7. I Want To Be A Policeman. Carla Greene
8. I Want To Be A Zoo Keeper. Carla Greene
9. I Want To Be A Ballet Dancer. Carla Greene
10. I Want To Be A Fireman. Carla Greene
11. I Want To Be A Musician. Carla Greene
12. I Want To Be A News Reporter. Carla Greene
13. I Want To Be A Pilot. Carla Greene
14. I Want To Be A Forester. Eugene Baker
15. I Want To Be A Nurse. Carla Greene
16. I Want To Be A Carpenter. Carla Greene
17. I Want To Be A Airplane Hostess. Carla Greene
18. I Want To Be A Ship Captain. Carla Greene
19. I Want To Be A Space Pilot. Carla Greene
20. I Want To Be A Librarian. Carla Greene
21. What Is A Community?
22. One-Hundred and One Summer Jobs
23. Job Opportunities for Young Negroes
24. Coast Guard Academy
25. Hobby Collections A-Z
26. What Does a Peace Corps Volunteer Do?
27. Let's Give a Show
28. How Artists Work
29. Hunters and Collectors
30. Puppets for Beginners

31. Men At Work in the South

32. How to Paint with Water Colors

33. How to Draw Cartoons

34. Science in a Vacant Lot

35. Start to Draw

36. The First Book of Jazz

37. Lighthouses

38. The Story of Flight

39. Space ABC's

40. The True Book of the Moonwalk Adventure

41. Farming Around the World

42. Let's Find Out About the Red Cross

43. I Know a House Builder

44. I Know a Policeman

45. I Know a Ranger

46. I Know a Telephone Operator

47. I Know a Truck Driver

48. I Know a Bus Driver

49. I Know a Grocer

50. I Know a News Reporter

51. I Know a Zoo Keeper

52. I Know a Banker

53. I Know an Animal Doctor

54. I Know a Farmer.

55. I Know an Astronaut

56. I Know a Nurse

57. I Know a Dairyman

58. _I Know a Bank Teller_

59. _I Know a Garageman_

60. _I Know a Mayor_

61. _I Know a Weatherman_

62. _Freight Trains in the Sky_

63. _Brooks Robinson: Sports Hero_

64. _Joe Namath: Sports Hero_

65. _Johnny Bench: Sports Hero_

66. _The Rock Hunters_

67. _Fish and Wildlife: The Story of the Work of U.S. Fish and Wildlife Service_

68. _About Friendly Helpers for Health and Safety_

69. The Red Cross

70. The Peace Corps

71. _Park Ranger: Equipment, Training, and Work of the National Parks_

72. _Soil Savers: The Work of the Soil Conservation Service of the U.S._

73. _Who Will Clean the Air?_

74. _Who Will Wash the River?_

75. _Corn: From Farm to Market_

76. _Cotton: From Farm to Market_

77. _Sugar: From Farm to Market_

78. _Wheat: From Farm to Market_

79. _Houses_

80. _The Changing Tools for Science_

81. _What Does a P.C.W. Do?_

82. _What Happens When You Put Your Money in the Bank?_

I. Filmstrips and Films (in some Career Awareness Centers)

1. "Free Films from Louisiana Power and Light Company"

2. "Let's Go and Learn Series" - To a City, Zoo, etc.
3. "Getting Along with Yourself"
4. "Getting Along at Home"
5. "Getting Along with Friends"
6. "America at Work Series" - Agriculture, Building for the Millions, Lumbering, How America is Clothed, Commercial Fishing, Automobiles for Millions, Coal Mining, Motion Pictures, and Iron and Steel.
7. "United States: Its Industry" - films include: Middle West, Southwest, New England, Western U.S., Middle Atlantic, Pacific Coast, and Southern U.S.

HOW TO USE CAREER EDUCATION MATERIALS

Various methods for using the materials in the career awareness centers are listed in each teacher's guide, accompanying the materials. The following are additional suggestions for using career education materials.

Focus on Self-Development. SRA

Stage I: Awareness, Grades 1-2
Stage II: Responding, Grades 3-4
Stage III: Involvement, Grades 5-6

Focus requires minimal preparation on the part of the teacher. Complete, easy to follow directions are found in the teacher's guide.

An introductory theme activity and a summary unit are used to introduce and conclude the material. All other units are devoted to a particular concept or focus. Each unit has a theme activity that presents the focus in more concrete terms.

The theme activities of each unit are generally recorded stories or filmstrips with accompanying sound track tapes that deal with a situation related to the focus. The theme activity should be used first to introduce the students to the concept in each unit. Directions for introducing each theme activity are presented at the beginning of each unit in the teacher's guide. Pictures of the filmstrips and written dialogues of recorded tapes are presented in the guide to enable teachers to easily preview the theme activities. A list of activities for reinforcing the focus, such as discussion questions, open-ended sentences, use of photoboards, and use of pupil books, follow the theme activities.

Although comprehensive plans for each unit are provided in the teacher's guide, it is hoped that the teacher will add her own knowledge and creativity to the program and not be restricted by questions or activities presented in the unit plans.

The time schedule for presenting each unit is largely dependent on the students involved. Usually, a teacher will present the theme activity and ask the discussion questions on the first day. The second day she may choose two or three activities to reinforce the concept presented. On the third day, she may have the students express themselves in their activity books.

Each student should have his own activity book. The book is to be the personal property of each student. The students' work should not be graded or shared with the teacher unless the students wish to do so. In the book, the students are to express their feelings about the content of each unit by writing or drawing. For optimum benefit, the book should be used along with the unit theme activity, and not by itself. Page numbers to be completed for each unit are listed at the end of each unit.

There are twenty photoboards in each kit with black and white photographs on each. They serve as excellent resources for implementing verbal and written language arts activities. The teacher's guide gives suggestions for use of each photoboard and the units which they best reinforce.

The order of presenting the units, other than the introduction and summary, is largely up to the teacher. The units build logically upon each other and can be presented in the order in which they appear in the guide; however, some teachers may want to order them differently. To assist them, there is a section, "When is This Unit Best Presented," in this guide. There is also a "Topical Arrangement of Units" at the beginning of the teacher's guide.

The following information lists Focus for each grade level.

Stage I: Awareness

Objectives and Activities for Grade 1

OBJECTIVES	ACTIVITIES
A. Recognize the importance of a positive self-concept.	A. Teach Unit B in *Focus:* I
B. Recognize that different careers require the use of different tools.	B. Teach Unit E in *Focus:* I
C. Understand the relationship between careers and learned skills.	C. Teach Unit E in *Focus:* I
D. Identify the rights and responsibilities within the family and/or school environment.	D. Teach Unit H in *Focus:* I
E. Recognize the importance of each individual in the functioning of the family.	E. Teach Unit J in *Focus:* I
F. Identify and appreciate the different kinds of work people do in the home, school, and community.	F. Teach Unit I in *Focus:* I
G. Develop rules and accept direction and responsibility.	G. Teach Unit N in *Focus:* I

Objectives and Activities for Grade 2

OBJECTIVES	ACTIVITIES
A. Recognize the importance of self as a member of a group.	A. Teach Unit A in *Focus:* I
B. Recognize individual capabilities and limitations as they relate to individual roles.	B. Teach Unit D in *Focus:* I
C. Develop an awareness of the basic economic principle of unlimited wants and limited resources.	C. Teach Unit N in *Focus:* I

Stage II: Responding

Objectives and Activities for Grade 3

OBJECTIVES	ACTIVITIES
A. Recognize individual capabilities and limitations as they relate to occupational roles.	A. Teach Unit B in *Focus:* II -"The Me I Know" activity book.

OBJECTIVES	ACTIVITIES
B. Relate home and school careers to the functioning of the community.	B. Teach Unit C in *Focus*: II
C. Increase awareness of the basic economic principle of unlimited wants and limited resources.	C. Teach Unit Q in *Focus*: II

Objectives and Activities for Grade 4

OBJECTIVES	ACTIVITIES
A. Develop understanding that a person's career choice should be related to his individual strengths and weaknesses.	A. Teach Unit C in *Focus*: II
B. Recognize the correlation of careers and life styles.	B. Teach Unit A in *Focus*: II
C. Cooperatively develop rules and accept direction and responsibility.	C. Teach Unit J in *Focus*: II
D. Develop appreciation for the role of individuals in the school environment.	D. Teach Unit G in *Focus*: II
E. Knowing a person's functioning in society may bring increased personal satisfaction and improved group morale.	E. Teach Unit Q in *Focus*: II
F. Recognize what is required for human being to get along with each other.	F. Teach Unit K in *Focus*: II

Stage III: . Involvement

Ojbectives and Activities for Grade 5

OBJECTIVES	ACTIVITIES
A. Identify special skills necessary for life roles.	A. Teach Unit C in *Focus*: III
B. Develop positive attitudes toward all forms of human endeavor in any career area.	B. Teach Unit L in *Focus*: III
C. Relate one's self perception to career requirements.	C. Teach Unit F in *Focus*: III
D. Explore and analyze attitudes concerning specific jobs.	D. Teach Unit B in *Focus*: III

Objectives and Activities for Grade 6

OBJECTIVES	ACTIVITIES
A. Study career areas based upon interest, values, and abilities.	A. Teach Units A & D in *Focus*: III
B. Develop techniques for identifying and judging values as they relate to personal and possible life roles.	B. Teach Unit B in *Focus*: III
C. Recognize the influence of others upon personal values.	C. Teach Unit L in *Focus*: III
D. Apply the decision-making process in the study of careers.	D. Teach Unit F in *Focus*: III

Our Working World Series. SRA

Families, Grade 1
Neighborhoods, Grade 2
Cities, Grade 3

Our Working World Series is a basal social studies program to be used as a supplement to the present parish social studies program.

The *Teacher's Resource Guide* is a collection of activities that are designed to reinforce every major idea presented in the program. The guide is divided into units. Each unit has an opening section which contains the structure of the unit, unit activities, and unit evaluation details. Each unit has a unit activity, which is a cassette recording for grades one and two and a filmstrip with accompanying cassette recording for grade three. All units contain references to long-term activities, which can be carried on throughout the year.

All units are divided into chapters. Each chapter includes activities for different interest and ability levels. The first element in each chapter is the "flow chart." It identifies the contents of the chapter, the major ideas, how *Our Working World* can be correlated with other subject areas, and the various teaching strategies possible.

A Problem Book is available for each student. Directions for the book are found in the *Teacher's Guide to the Problems Book*. The *Teacher's Resource Guide* recommends the pages to be completed for each unit.

The student text is another component of the program. Each chapter has three elements: a picture spread dealing with the broadest concept presented in the unit; a case study dealing with a more specific concept, emphasizing the reality of the world; and an episode dealing with the most specific concept presented, emphasizing the inner thoughts and feelings of the characters in the book. The text is designed to meet all ability level needs. Even the non-reader can grasp and discuss the concept presented, by studying the picture spread.

The following information presents objectives and activities for each grade level, using *Our Working World Series*.

Families

Objectives and Activities for Grade 1

OBJECTIVES	ACTIVITIES
A. Recognize that different careers require the use of different tools.	A. Teach Chapter 5 in *Families*
B. Be aware of and appreciate the dignity of useful work.	B. Teach Chapter 19 in *Families*
C. Understand the relationship between careers and learned skills.	C. Teach Chapter 3 in *Families*
D. Identify the rights and responsibilities within the family and school environment.	D. Teach Chapter 3 in *Families*
E. Develop rules and accept direction and responsibility.	E. Teach Chapter 16 in *Families*

Neighborhoods

Objectives and Activities for Grade 2

OBJECTIVES	ACTIVITIES
A. Recognize the importance of "self" as an individual and as a member of a group.	A. Teach Chapter 18 in *Neighborhoods*

OBJECTIVES	ACTIVITIES
B. Recognize individual capabilities and limitations as they relate to individual roles.	B. Teach Chapter 12 in Neighborhoods
C. Relate home and school careers to the functioning of the community.	C. Teach Chapter 11 in Neighborhoods
D. Develop an awareness of the basic economic principle of unlimited wants and limited resources.	D. Teach Chapters 7 & 8 in Neighborhoods
E. Help students identify similarities of specific careers to careers in general.	E. Teach Chapter 6 in Neighborhoods
F. Acquire a knowledge of careers necessary for the maintenance of the community and to recognize the interdependency of these careers.	F. Teach Chapter 5 in Neighborhoods
G. Recognize that different careers require proficiency in basic skill areas.	G. Teach Chapter 16 in Neighborhoods
H. Recognize that different careers require the use of different toolds.	H. Teach Chapter 5 in Neighborhoods

Cities

Objectives and Activities for Grade 3

OBJECTIVES	ACTIVITIES
A. Recognize individual capabilities and limitations as they relate to occupational roles.	A. Teach Chapter 6 in Cities
B. Relate home and school careers to the functioning of the community.	B. Teach Chapter 7 in Cities
C. Develop self-concept as a potential working member of a group.	C. Teach Chapter 6 in Cities
D. identify similarities of specific careers in general.	D. Teach Chapters 1 & 2 in Cities
E. Acquire a knowledge of careers necessary for a community to function and to recognize the interdependency of careers.	E. Teach Chapter 8 in Cities

OBJECTIVES	ACTIVITIES
F. Increase awareness of the basic economic principle of unlimited wants and limited resources.	F. Teach Chapters 12 & 13 in Cities
G. Develop an awareness of exchange of goods.	G. Teach Chapters 3 & 4 in Cities

To further assist the teacher in utilizing Our Working World in the classroom, it has been correlated with social studies texts presently in use in the parish. Correlation information is presented later in this section.

Workers Series Filmstrips. Coronet

Grades K-4

Eight filmstrips and four records are included in this series: "Workers and Their Work," "Workers Who Move Things." "Workers Who Make Things," "Workers Who Sell," "Workers Who Fix Things," "Workers Who Provide Food," "Workers Who Provide Services," and "Workers in Professions." These filmstrips are easy to use and are most useful in visually reinforcing many concepts taught in social studies. A brief description of each filmstrip is included in the teacher's guide.

It is suggested that theacher keep a list of these filmstrips in their social studies texts so that they may show the filmstrips at appropriate times during the year to introduce or reinforce concepts presented. It would also be useful to keep these filmstrips in mind for preparing classes for field trips or resource speakers.

The Worker Series has been correlated with the social studies texts presently in use in the parish to further assist the teacher in utilizing these excellent filmstrips in the classroom.

GRADE 1

Correlation: Families, The Worker Series Films, and Families and Their Needs

Explanation of Codes for Families at Work:

TRG	Teacher's Resource Guide
A	Activities for Major Idea A
B	Activities for Major Idea B
C	Activity for Major Idea C
U	Unit Activity (listed at the beginning of each unit)
LT	Long-term Activities (listed at beginning of each unit)
PB	Problems Book (The darkest numbers on the "flow chart" refer to Teacher's Resource Guide)

Chapter 1. "Shelter for the Family," p. 7-34, Families and Their Needs.

*TRG p. 30-33, "Families in Different Cultures"
*TRG p. 32, "A Family in Uganda"
*PB exercise 1-A
*Student book: "Living Together," p. 12-13
*TRG p. 21, LT #2, "Have students construct a model house"
*TRG p. 21, LT #3, "A Song of Families"
*TRG p. 27, #4, To discover that the family is a universal institution listen to recording, "Growing Pains"
*TRG p. 28, #2, Have students make up stories about families
*TRG p. 27, #3, Have students draw family members

Page 12. Families and Their Needs.

*Text p. 14-15, "Meet My Family"
*PB p. 7, "Families Do Different Things"

Page 13. Families and Their Needs.

*TRG Chapter 2, "Learning in the Family"
*Text p. 20-21, "We Keep on Learning"
*TRG p. 35, #5, Recording, "The New Baby"

Pages 30-31. Families and Their Needs.

Coronet filmstrip, "Workers Who Sell"

Culmination of Chapter 1 and Introduction to Chapter 2, Families and Their Needs.

*TRG p. 43, "Gretchen Garver and the Rules"
*TRG p. 46, "Missy Hale"
*TRG p. 47, "Jeremy's Big Day"
*PB p. 10-11
*Text p. 22-23

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*Our Working World Series, SRA

Chapter 2. "Food for the Family," Families and Their Needs.

Coronet filmstrip, "Workers Who Provide Food"

Page 36. Families and Their Needs.

*TRG p. 42, #1
*Text p. 22-23, "Long Ago"

Pages 46-55. Families and Their Needs.

*Text p. 40-41, "The Big Move"
*PB p. 19, "Farm Life or City Life"

Chapter 3. "Clothes for the Family," Families and Their Needs.
For introduction:

*Text Chapter 8, "Producers and Consumers"
*Text p. 58-59
*Text p. 60-61, "Who Are Producers? Who Are Consumers?"
*TRG p. 120, #7, "All Gone"
*PB p. 26, "Who Are Producers? Who Are Consumers?"
*PB p. 27, "Everyone Consumes Goods and Services"
*Text p. 58-63
*TRG p. 136, #4, Recording, "Pelle's New Suit"

Page 87. Families and Their Needs.

Coronet filmstrip, "Workers Who Provide Food"

Page 92. Families and Their Needs.

Coronet filmstrip, "Workers Who Sell"

Chapter 4. "The U.S. Our Nation," Families and Their Needs.

*Text Chapter 16, "Families Make Rules"
*Text p. 114-115
*Text p. 116-117, "Rules at the Berg House"
*PB p. 52, "What is Fair"
*PB p. 53, "Were These Rules Made for Every Family?"
*PB p. 54, "Some Rules Become Laws"
*PB p. 55, "Which Rules Could Change?"
*TRG p. 230, #1 and #5, Recording, "Stop! Don't! Can't!"
*TRG p. 230, A-6, "List Family Rules"

Page 114. Families and Their Needs.

*TRG Chapter 9, "People Have Speical Jobs"
*Text p. 64-65
*TRG p. 136, A-6, "Neighborhoods Walk"
*PB p. 29, "People Specialize"

*Our Working World Series, SRA

Page 114. (Continued)

*PB p. 30, "Man Needs Tools and Machines"
*Text p. 66-67, "We Need Each Other"
*PB p. 31, "What Could They Choose"
*PB p. 32, "We Depend on Each Other"
*TRG p. 144-145, "Stories about Different Workers"

Page 117. "People Earn Money," Families and Their Needs.

*TRG p. 146, Chapter 10, "People Need Money"

Page 118. Families and Their Needs.

Coronet filmstrip, "Workers and Their Work"

Page 121. Families and Their Needs.

Coronet filmstrip, "Workers Who Provide Services"

Culmination of Families and Their Needs.

*TRG p. 252, Chapter 18, "Times Change, People Change"

GRADE 2

Correlation: SRA's Neighborhoods and Coronet's "Worker Series" filmstrips with social studies text, Communities and Their Needs.

Explanation of Codes for Neighborhoods at Work:

Same as Families at Work - Grade 1

Introduction to Communities and Their Needs.

*TRG p. 23-34, #1
*Text p. 10-15, "People Living Together"
*PB p. 7, "What are Neighborhoods?"
*PB p. 8, "What is a Neighborhood?"

Chapter 1. "People Live in Communities," Communities and Their Needs.

Page 13. Communities and Their Needs.

Coronet filmstrip, "Workers and Their Work"
Coronet filmstrip, "Workers Who Make Things"

Pages 14-15. Communities and Their Needs.

Coronet filmstrip, "Workers Who Provide Services"

*Our Working World Series, SRA

Page 16. Communities and Their Needs.

*TRG p. 32, Chapter 1, "Urban Neighborhoods"

Page 17. Communities and Their Needs.

*TRG p. 46, "Suburban Neighborhoods"
*TRG p. 56, "Small Town Neighborhoods"

Page 26. "Farm Families in Thailand," Communities and Their Needs.

*TRG p. 68, Chapter 4, "Farm Neighborhoods"

Chapter 2. "Communities Change," p. 43, Communities and Their Needs.

TRG p. 186, Chapter 13, "Neighborhoods Change"

Page 66. "Service Workers," Communities and Their Needs.

Coronet filmstrip, "Workers Who Provide Services"

Page 53. "Service Workers," Communities and Their Needs.

TRG p. 108, Chapter 7, "Factories"

Page 58. "Stores Were Built," Communities and Their Needs.

TRG p. 96, Chapter 6, "Stores and Offices"

Conclusion of Chapter 2. Communities and Their Needs.

TRG p. 186, Chapter 13, "Neighborhoods Change"

Chapter 3. "From One Place to Another," p. 75, Communities and Their Needs.

Coronet filmstrip, "People Who Move Things"

Chapter 4. "Understanding One Another," p. 107, Communities and Their Needs.

*TRG p. 252, Chapter 18, "Understanding People"

Chapter 5. "Learning and the Community," p. 131, Communities and Their Needs.

*TRG p. 132, "Learning about Nature"
*TRG p. 242, Chapter 17, "Understanding Nature"

Page 142. "Schools," Communities and Their Needs.

*TRG p. 226, Chapter 16, "School: A Bridge to the World"

Chapter 6. "Taking Part," p. 157, Communities and Their Needs.

*TRG p. 146, Chapter 10, "Neighborhoods and the Law"

*Our Working World Series, SRA

Page 174. "Government," Communities and Their Needs.

*TRG p. 136, Chapter 9, "Neighborhoods and Government"

Page 176. "Services," Communities and Their Needs.

Coronet filmstrip, "Workers Who Provide Services"

Page 178. "Planning," Communities and Their Needs.

*TRG p. 212, Chapter 15, "Neighborhoods Plan Ahead"

Conclusion. Communities and Their Needs.

*TRG p. 264, Chapter 19, "Looking Ahead"

GRADE 3

Correlation: SRA's Cities and Coronet's "Worker Series" filmstrips with social studies text, People Use the Earth.

Explanation of Codes for Cities at Work:

Same as Families at Work.

Unit I
Chapter 1. "What are Nature's Resources?" People Use the Earth.

Coronet filmstrip, "Workers Who Provide Services"

Conclusion. Chapter 1, People Use the Earth.
Introduction. Chapters 2-4, People Use the Earth.

*TRG p. 22, "Dots on the Earth"
*TRG p. 25-26, #1, Text p. 10-18
*TRG p. 26, #2, "Dots on the Earth"
*TRG p. 26, #4
*PB p. 8, "Where Has Man Built Most of His Cities"
*TRG p. 27, #2
*TRG p. 29-35, Play - "Starting Towns and Cities"

Chapter 2. "Bringing Water to Southern California," p. 19, People Use the Earth.

*TRG p. 166, Chapter 7, "Why a City Is Where It Is"

Page 20-21. "California as a Desert," People Use the Earth.

*Text p. 152-155, "A City Blooms in the Desert - Salt Lake City"
*TRG p. 173, #3, "Location of Some Cities Has Been Limited by Nature"

*Our Working World Series, SRA

Conclusion. Chapter 2, People Use the Earth.

*Text p. 228-229, Chapter 12, "The Ecology of the City"
*TRG p. 254, #2, "The City Water and Air"
*TRG p. 255, #7
*Text p. 230-235, "Los Angeles: A City With a Problem"

Chapter 3. "Change in a Kansas Farm Community," People Use the Earth.

Coronet filmstrip, "Workers Who Provide Food"

Chapter 4. "Coal Changes Hazelton," p. 53, People Use the Earth.

*TRG p. 38, Chapter 1, "A City is a System"
*TRG p. 144, "Calcutta: A City With Too Many People"
*TRG p. 154, "Singapore: A City Using its Wits"

Unit II.
Chapter 6. "Cities Depend on Resources," p. 89, People Use the Earth.

*TRG p. 166, Chapter 7, "Why a City is Where it is"

Page 91. "Cities Grow," People Use the Earth.

*TRG p. 178, Chapter 8, "Why a City Grows"

Page 96. "Cities Have Problems," People Use the Earth.

*TRG p. 226, Chapter 11, "City Transportation and Communities"

Chapter 7. "Traffic in Our Nation's Capital," p. 99, People Use the Earth.

*TRG p. 236, Chapter 11, "City Transportation and Communities"

Chapter 8. "Cleaner Air for Atlanta," p. 115, People Use the Earth.

*TRG p. 250, Chapter 12, "The Ecology of the City"

Conclusion. Chapter 8, People Use the Earth.
Introduction. Chapter 9, People Use the Earth.

*TRG p. 265, Chapter 13, "Why Cities Plan"
*TRG p. 268, #1, "Washington D.C.: A Planners Dream Come True"
*Text pp. 242-247
*TRG p. 270, #1, "Washington D.C. in the Year 2000"
*Text p. 248-251

Chapter 9. "St Louis: A Changing City," p. 131, People Use the Earth.

*TRG p. 226, Chapter 10, "Keeping Cities Up to Date"

Chapter 10. "A Growing City in Equador," p. 160, People Use the Earth.

Coronet filmstrip, "People Who Move Things"
*TRG p. 144, "Calcutta: A City With Too Many People"

*Our Working World Series, SRA

Unit III. "Using Resources Wisely," People Use the Earth.
Chapter 12. "A President Cares About His Land," p. 181, People Use the Earth.

*TRG p. 250, Chapter 12, "The Ecology of the City"

Chapter 13. "Cleaning Up Brandywine Creek," p. 199, People Use the Earth.

*TRG p. 250, Chapter 12, "The Ecology of the City"

Chapter 14. "More Land for the Netherlands," p. 217, People Use the Earth.

*TRG p. 276, "Rotterdam: A City Rises From the Ashes"

Conclusion. People Use the Earth.

*TRG p. 293, "Epilogue: The Future of Cities"

GRADE 4

Correlation: Coronet's "Worker Series" filmstrips and social studies text, Learning to Look at Our World.

Chapter 1. "Living in the U.S.," Learning to Look at Our World.

Page 4. "Dairy Farms and Fields of Wheat."

Coronet filmstrip, "Workers Who Provide Food"

Page 19. "A Network of Connections."

Coronet filmstrip, "Workers Who Provide Services"

Page 20. "Living in the City."

Coronet filmstrip, "Workers and Their Work"
Coronet filmstrip, "Workers in Professions"
Coronet filmstrip, "Workers Who Move Things"

Chapter 2. "Lands of the Midnight Sun," Learning to Look at Our World.

Page 33. "Making a Totem Pole."

Coronet filmstrip, "Workers Who Make Things"

Page 38. "The New Alaska."

Coronet filmstrip, "Workers and Their Work"
Coronet filmstrip, "Workers in Professions"
Coronet filmstrip, "Workers Who Provide Services"
Coronet filmstrip, "Workers Who Provide Food"
Coronet filmstrip, "Workers Who Sell Things"
Coronet filmstrip, "Workers Who Make Things"

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*Our Working World Series, SRA

Chapter 3. "The Hawaiian Islands," Learning to Look at Our World.

Page 57. "Today in Oahu."

Coronet filmstrip, "Workers Who Make Things"
Coronet filmstrip, "Workers Who Provide Food"
Coronet filmstrip, "Workers Who Sell Things"
Coronet filmstrip, "Workers Who Provide Services"

Chapter 4. "New Zealand and Antartica," Learning to Look at Our World.

Page 76. "On a Dairy Farm."

Coronet filmstrip, "Workers Who Provide Food"

Page 78. "What New Zealand Sells."

Coronet filmstrip, "Workers Who Sell Things"
Coronet filmstrip, "Workers Who Move Things"

Chapter 5. "The Island of Japan," Learning to Look at Our World.

Page 105. "At Work in the City."

Coronet filmstrip, "Workers and Their Work"
Coronet filmstrip, "Workers Who Make Things"
Coronet filmstrip, "Workers Who Provide Services"

Chapter 6. "City and Village in India," Learning to Look at Our World.

Page 123. "Karpur and New Delhi."

Coronet filmstrip, "Workers and Their Work"
Coronet filmstrip, "Workers Who Provide Services"
Coronet filmstrip, "Workers Who Sell Things"
Coronet filmstrip, "Workers Who Provide Food"
Coronet filmstrip, "Workers Who Make Things"
Coronet filmstrip, "Workers Who Fix Things"

Chapter 7. "People of Central Africa," Learning to Look at Our World.

Page 143. "New Things in a Village."

Coronet filmstrip, "Workers Who Sell Things"
Coronet filmstrip, "Workers Who Provide Services"
Coronet filmstrip, "Workers Who Provide Food"

Chapter 8. "River, Desert, and Oasis," Learning to Look at Our World.

Page 164. "Today Along the Nile."

Coronet filmstrip, "Workers Who Provide Food"

Chapter 9. "Mediterranean Lands," Learning to Look at Our World.

Page 195. "Streets of Rome Today."

Coronet filmstrip, "Workers and Their Work"
Coronet filmstrip, "Workers Who Provide Services"
Coronet filmstrip, "Workers Who Provide Food"

Page 204. "Connections with Other Workers."

Coronet filmstrip, "Workers and Their Work"

Chapter 10. "Switzerland: The Roof of Europe," Learning to Look at Our World.

Page 217. "Craftsmen and Farmers Today."

Coronet filmstrip, "Workers Who Make Things"
Coronet filmstrip, "Workers Who Provide Food"
Coronet filmstrip, "Workers Who Provide Services"

Chapter 11. "The Low Countries," Learning to Look at Our World.

Page 233. "A Day in Town"

Coronet filmstrip, "Workers and Their Work"
Coronet filmstrip, "Workers Who Make Things"
Coronet filmstrip, "Workers Who Provide Services"

Page 241. "Factories in the Cities."

Coronet filmstrip, "Workers Who Make Things"

Page 242. "Buying and Selling."

Coronet filmstrip, "Workers Who Sell Things"

Chapter 12. "Workshops in Britain," Learning to Look at Our World.

Page 256. "Giant Workshops Today."

Coronet filmstrip, "Workers Who Make Things"
Coronet filmstrip, "Workers Who Sell Things"
Coronet filmstrip, "Workers Who Provide Services"
Coronet filmstrip, "Workers and Their Work"

Chapter 13. "Lima and the Andes," Learning to Look at Our World.

Page 279. "New Factories."

Coronet filmstrip, "Workers Who Make Things"

Chapter 14. "Washington and the World," Learning to Look at Our World.

Page 288. "Government Work."

Coronet filmstrip, "Workers Who Provide Services"

Page 288, "Things to Buy."

Coronet filmstrip, "Workers Who Sell Things"
Coronet filmstrip, "Workers Who Make Things"
Coronet filmstrip, "Workers Who Provide Services"

GRADE 5

News Lab, SRA

News Lab may be used in small groups of one to three or with the entire class to teach students the use of the newspaper in social studies or as a language arts activity. The kit is divided into different parts of the newspaper. The teacher's guide tells what skills are used for each card in the kit. The News Guide gives directions for using the newspaper. Folders are provided for each student to evaluate his work on each card. Spirit masters for maps are also included in the kit.

To further assist the teacher in using *News Lab* in the classroom, objectives and activities are listed in the following section.

OBJECTIVES	ACTIVITIES
A. Acquire knowledge that in any community there is a wide variety of occupations.	A. Teach Advertising Section cards 66-71 and 74-77, *News Lab*
B. To gain an understanding of the importance of the advertisement section of the daily newspaper in relation to occupations.	B. Teach Advertising Section cards 80-88, *News Lab*

GRADE 6

The Math Application Kit, SRA

The Math Application Kit is designed to make mathematical concepts more relevant to the world of work. It can be used with small or large groups of students. The cards are grouped into sections: "Sports and Games," "Occupations," "Social Studies," "Appeteasers," "Science," and "Everyday Things." The difficulty in each section increases as the number on the cards increase in value. Other suggestions for using the kit are offered in the teacher's guide. It is suggested that students keep a folder on all of the cards which they have completed. The teacher may want to spend one class period in math weekly, using the kit as a class activity. Students enjoy working individually on cards after completing regular classroom assignments.

To further assist the teacher in utilizing the kit, the career objectives and activities for the _Math Application Kit_ are listed in the following section.

OBJECTIVES	ACTIVITIES
A. To understand that many occupations require mathematical applications.	A. Teach "Sports and Games" and "Everyday Things," _Math Application Kit_
B. To encourage further development of problem-solving techniques.	B. Teach "Appeteasers" and "Occupations," _Math Application Kit_

UPPER ELEMENTARY

Popeye the Sailor Career Education Comic Books, King Features Syndicate

This set of comics is an informative set of books which can be used in the upper elementary grades to supplement reading and social studies material. The set includes a comic book for each of the fifteen occupational clusters,* each conveying to the reader, the qualifications required for occupations in various fields. The material can be used as a highly creative motivating device for inticing students to read and to learn about careers.

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*A list of the 15 occupational clusters and puzzles on career clusters are included in the appendix of this manual.

CAREER EDUCATION RESOURCES

GUEST SPEAKERS AND FIELD TRIPS

Resource speakers and site visitations are useful for incorporating career concepts with subject areas. Such resources provide students with first-hand information about careers, life styles, job requirements, and work atmospheres.

Guest Speakers

Resource speakers, representing numerous occupations, are available and enthusiastic about sharing information about their careers and life styles with students. Following is a list of career areas in which speakers are available.

U.S. Air Force
Accountant
Attorney
Court Reporter
Judge
Banker
Bank Teller
Bookkeeper
Barber
Building Contractor
Cameras - Service Representative
Carpenter
Coach
Chemist
Chemical Plant (Operator)
Computer Analyst
Construction Superintendent
Cosmotologist
Diving Supervisor
Draftsman
Driller
Electrician
Employee Relations Associate
Engineer
Captain
Crab Factory Worker
Gauger
Deputy
Deputy Clerk of Court
Assistant District Attorney
State Policeman
Shift Coordinator
Leaderman
Housewife
Home Economics Teacher
Insurance Supervisor
Maintenance Clerk
Librarian
Laborer
Maintenance Coordinator
Minister
Sr. Operator
Dental Technician
Heart Surgery Technologist
Medical Technician
Nautropathic Physician
University Nurse
Registered Nurse
Plant Nurse
Lab Technician
X-Ray Technician
Nursery School Director
Painter
Production Foreman
Production Technician
Restaurant Operator
Safety Director
Sales Engineer
Secretary
Supply Room Clerk
Shift Supervisor
Supervisor Environmental Quality Control
Speech Therapist
Teacher's Aide
TV Repairman
Trucking Fleet Manager
Lady Truck Driver
Utilities Operator
Wildlife Agent
Welder
Writer

When a guest speaker is invited to the class, it is important that teachers and students be well prepared. The following suggestions may be helpful:

1. Suggest a time limit for the presentation.
2. Advise the guest to bring some of the tools of his trade.
3. Encourage the guest to involve the students in a task that he generally performs at work.

Active involvement during the visits can help these experiences be particularly meaningful to the students. The following are suggestions for increasing student involvement:

1. Encourage students to gather information relative to one or several characteristics of the visitor and his work.
2. Encourage the use of appropriate questions or other data-gathering devices.
3. Have students develop hypotheses about what a particular worker is like before the visit; decide how to test their hypotheses; obtain the relevant information during the visit; and use this information to determine later the accuracy of their hypotheses.
4. Allow one group to act as hosts or hostesses, meeting the guest at the main office and directing him to the room.
5. Maintain a rotating chairmanship for introducing guests.
6. Allow experienced students to help operate audio-visual equipment.
7. Provide students with material to make a large name card to be displayed when guests are visiting.

The students may ask the following questions (adapted from The Valuing Approach; Waco: Educational Achievement Corporation, 1974) which are related to career concepts.

CONCEPT I: People work to satisfy many needs.

1. What do you enjoy most about your job?
2. What are some rewards, besides money, that you get from your job?

3. Do you work with a group or by yourself? Do you like that better?

4. What caused you to choose this job?

5. What other reasons do you think are important when you choose a job?

CONCEPT II: Many work roles may satisfy a person's needs and interests.

1. What other jobs have you had?

2. What are some other jobs you think you would like?

3. What do you like to do for fun?

4. [illegible] you do anything in your job that you also do for fun?

5. Did you think about taking any other jobs when you were deciding about the one you have now? What were they?

CONCEPT III: Everyone makes career decisions.

1. How did you find out about your job?

2. Did you just happen to take your job, or did you really want this job?

3. What jobs did you miss because you chose this one?

4. What are the most important decisions you have ever made?

CONCEPT IV: Career development is a lifelong process.

1. What did you want to be when you were younger? How has that changed over the years?

2. Do you think you may change your mind again?

3. How many different jobs have you had? How long have you had this one?

4. What training or schooling did you have? Have you had to learn new things or go back to school?

5. Do you have any plans for retirement? How will you spend your time?

CONCEPT V: A person's work role is influenced by his environment.

1. Have you ever had to move for a job?

2. Do you ever see the people you work with when you have finished working?

3. How do you feel after a day at work?

4. What do you like to do after work?

5. How much free time do you have? Is it enough to do the things you want to do?

6. Do you have to be strong (physically) to do your job? Does your job make you stronger?

7. Is your job one you could have in almost any town?

8. Do you wear a uniform or special clothes for your job? How do you feel about this?

9. Do you ever work overtime?

10. What holidays and vacations do you get?

11. How many hours do you work each day?

CONCEPT VI: People are unique and should not be stereotyped according to their occupations.

1. How is your job different from other jobs at your work site? How is it like the other jobs at your work site?

2. If you had to take some kind of test for your job, did everyone who works where you do have to take the same test?

3. Do the people you work with have the same hobbies that you have? What are they?

4. Do the people who have your job all have something in common? What?

5. Do you think you are like the people you work with? Different? In what ways?

CONCEPT VII: Worker roles are interdependent.

1. If you are sick, who does your job?

2. How does your job help to make the "finished produce?"

3. Who works on the "product" before you get it? After you work on it?

4. Are risks involved in your job?

5. Do you decide when you work, or does someone else decide that?

6. Have you ever had a job that is now done by a machine?

CONCEPT VIII: Technology brings about change in our society.

1. What tools or machines do you use in your work?
2. How do machines help make your job easier? Harder?
3. Do you like operating tools or machines? How did you learn?
4. How was your job done twenty-five years ago?
5. Have you had to learn new things?
6. Have you ever had a job that is now done by a machine?

CONCEPT IX: Work roles for some may be leisure-time activities for others.

1. What are your hobbies?
2. Do you do anything for fun that you also do on your job?
3. Do you have to work overtime? Do you still have time for hobbies and other fun things?
4. Do you have a job that might be a sport or hobby for someone else?
5. Do you wish you had more leisure time? How would you spend it?

Field Trips

Students can appreciate the reality of work roles and atmospheres when they experience work situations first hand on field trips. The following list represents available work sites for visitation.

American Bank
Bank of St. Charles
Bunny Bread
Court of Appeals
Hahnville Court House
Eastman Kodak
Mademoiselle's Beauty Salon
Cattleman in Des Allemands
Construction Sites (Geo. Landeche)
Intercity Construction Co.
Southport Construction Co.
Com-Plex
Michel Lecler Divers Inc.
Fisheries - Crab Factory
Seafood Processing Plant
Farmers Export
Ford's Texaco Service
Monsanto
St. Charles Hospital
Loyola University Hospital
LSU Medical School
Little People's Day Nursery
St. Charles Guide
Hahnville Post Office
St. Charles Parish School Board
McBroom's Drive In
Danny's Fried Chicken
Spartan Supply
Villere Marine, Hahnville
Shell Oil Company
Louisiana Power and Light Company
Ned's TV Service
Alter Fleet, Inc. (Trucking)
St. Charles Waterworks

Touchard's Grocery	Union Carbide
Majoria's Grocery	Waterworks, Luling
St. Charles Parish Sheriff's Office	Texaco Gas Process

Some of the same rules apply to taking field trips as to inviting visitors to the classroom. The people at the work site will need to know something about the activities of the class and the purpose for the visit. They will need to be given a time limit for the visit, encouraged to demonstrate the tools of their trade, and encouraged to involve the children, if possible. A typical field trip gives each child the opportunity to observe workers in their occupational roles. Meaningful field trips do not just happen -- they require careful planning.

The following suggestions (adapted from The Valuing Approach; Waco: Educational Achievement Corporation, 1974) may be helpful in planning field trips:

A. Choose to visit with a worker whose work is related to a topic your class is studying.

1. Health and Sciences: dairy, bakery, cannery, meat packing plant, orchard during harvest.
2. Language Arts: newspaper office, publishing company, telephone company, television-radio station, advertising agency.
3. Mathematics: building-contracting company (or carpenter), supermarket, bank.

B. Make necessary arrangements with school, business, and parents for the following:

1. Transportation to and from site of visit.
2. Supervision of children by parents or other helpers.
3. Permission slips from parents.
4. Insurance restrictions of field-trip site.
5. Location of restrooms at sites.
6. Restrictions of children during visit.

C. Be as familiar as possible with the site yourself before taking your class there.

D. Specify acceptable and unacceptable behavior for the trip. Children should know what they can touch, what they may ask, and how they are expected to behave.

E. Provide guidelines for general observations. The following questions may be helpful in ascertaining the effect of the work role on the worker:

1. Do the workers seem to enjoy what they are doing? Why do you thing so?
2. How does the work site look, smell, and feel? How might these things affect the employees?
3. Does the worker's job require a strict routine, or is he free to be creative? How might these things affect him or his work?

F. After the field trip, or perhaps the following day, allow the children to reflect upon their experiences. The following questions may be asked:

1. Do you think you might enjoy doing any of the jobs you saw on the trip? Which one(s)? What makes those special?
2. What contribution do you think the workers you saw make to the community? Explain.
3. What about that place of business would cause you to like or not like working there? How do you think the workers felt after a day in that environment?
4. Would you like to wear the kind of clothes the workers were wearing? Would you like to wear a uniform to school each day? What would be good about it? What would not be good about it?
5. What kinds of leisure-time activities might the workers and their families prefer to participate in after a day of work?

UNITS FOR IMPLEMENTATION OF CAREER EDUCATION

Elementary Level

SCHOOL HELPERS

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mayme Wade, and Danny Waterman.

Grade: K-1

Subject Areas: Social Studies, Language Arts, Art, Music.

Goal: To make students aware of school workers and their roles in the school.

Concept 1. School is a building where many people work.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of the activities, each student will be able to draw a picture of the school and illustrate two workers.	1.1 Group discussion: What is a school? Who works at school:	Blackboard, chalk	
	1.2 Students are to name and discuss each school worker; teacher will list workers on the board.	Blackboard, chalk	
	1.3 Students are to take a field trip around the school to observe the physical plant and workers involved.	School plant	
	1.4 Teacher is to add workers not previously discussed to the list.	Blackboard, chalk	
	1.5 Students are to draw pictures of the school and illustrate as many workers from the list as they can.	Paper, pencils, crayons	2 workers illustrated = 2 points each All additional workers = 2 points each

Concept 1 (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Each student will be able to find at least one picture of a school worker and orally discuss it with the class.	2.1 Students are to find as many pictures of school workers as they can and present them orally to the class.	Magazine pictures, newspapers	1 picture presented = 1 point All additional pictures = 1 point each
3. Each student will participate in making and working on puzzles in small groups.	3.1 Students will work in small groups making posters of school workers, discussing the school workers in their groups.	Pictures, poster board, glue	
	3.2 Teacher will cut posters into puzzle pieces.	Scissors	Teacher will observe that students are participating in activities.
	3.3 Students will work puzzles in small groups. Groups will take turns with puzzles until each group has worked each puzzle.	Puzzles	Each member of each group completing puzzles first receives one piece of candy.

Concept 2. Different workers perform different roles in school.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of the activities, each student will be able to construct a notebook which includes a picture of each school worker and one duty for each worker, and orally present this information to the class.	1.1 Students will visit one school worker at a time (from previous list) and observe work atmospheres. Students will listen to workers discuss their duties, responsibilities, and tools.	School workers	Teacher will observe that students are participating in activities.
	1.2 Following each field trip, students will discuss the roles of each worker and the importance of each to the school.		
	1.3 Following each field trip and discussion, students will draw a picture of each worker.	Pencils, paper, crayons	
	1.4 Upon completion of booklets, each student will orally present his booklet to the class, listing as many duties as he can for each worker.	Booklets	Each worker drawn = 5 points each Each duty discussed = 5 points each
2. Each student will be able to participate in the game, "A School Helper's Role."	2.1 Students will play a game, "A School Helper's Role." One team will describe the role of a school helper. The other team will guess the occupation of the worker. Winning team receives reward.		Each member of each winning team will receive one piece of candy.

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
3. Each student will be able to participate in a singing skit, "If I Were A Principal."	3.' Students are to learn the song, "If I Were A Principal."	Song attached at end of unit.	Teacher will observe that all students are participating in activities.
	3.2 Students are to take turns role-playing the different workers in the school as the part comes up.	Piano, if available.	
	3.3 Students are to present the singing skit to another class.		

Concept 3. Different workers require different tools to perform their skills.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of activities, each student will be able to make at least one element of a "school helpers" mobile.	1.1 Students will list tools for each worker (from previous list); teacher will list tools on the board.	Blackboard, chalk	Teacher will observe that each student is participating in project.
	1.2 Students will work in small groups on school helper mobiles. Each student will be responsible for making at least one part of the mobile consisting of a picture of the worker and pictures of his tools.	Construction paper, crayons, paint, wire, yarn, coloring book pictures, magazines, scissors.	Mobile elements = 2 points each
	1.3 Students will display mobiles around the room.	Mobiles	

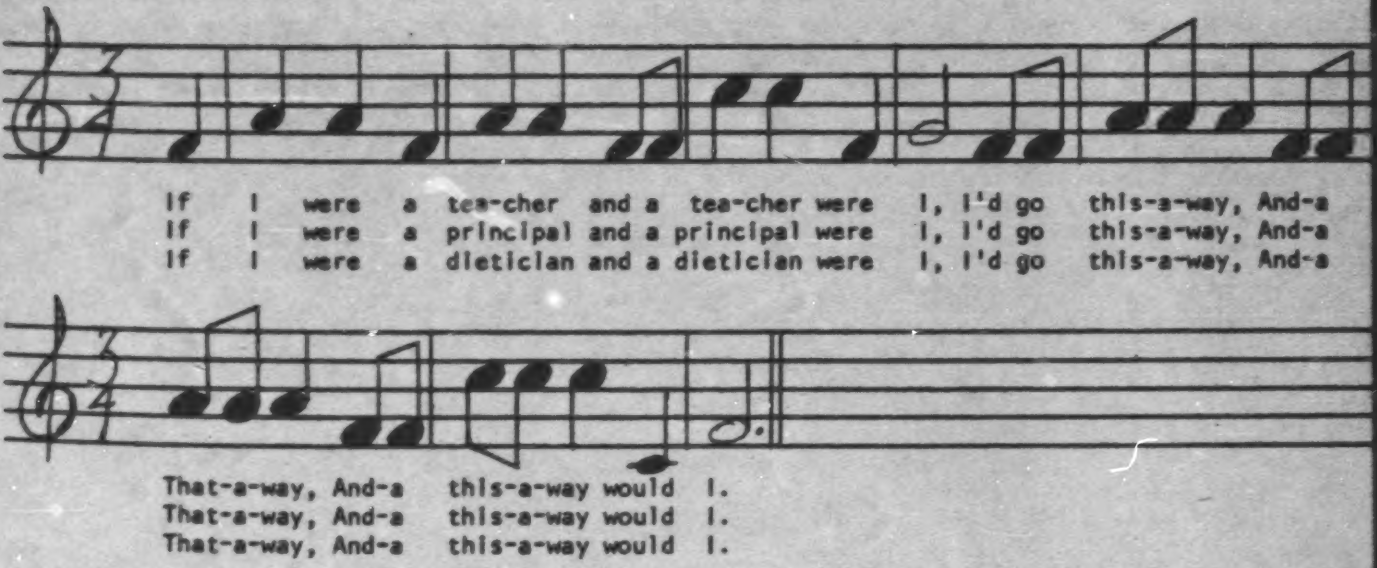
Concept 3. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Each student will be able to participate in the game, "Whose Tool is This?"	2.1 Students will collect tools of school helpers from home.	Workers' tools from home.	Each member of the team with the most points receives one piece of candy.
	2.2 Students will play the game, "Whose Tool is This?" One team will hold up the tool, the other team will guess what worker or workers us the tool.	Tools	

Concept 4. For optimum functioning of a school, all workers must work together cooperatively.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will be able to make a paper bag puppet of the school helper of his choice.	1.1 Students will construct paper bag puppets of different workers in the school.	Paper bags, yarn, crayons, Fabric, glue	Puppets = 5 points each Additional points may be awarded for creativity.
2. Each student will be able to sing songs with the class conveying the interdependance of school helpers' roles.	2.1 Students will learn a song to the tune of "The Muffin Man."*	Piano, if available. *Song attached.	
	2.2 As each worker is presented, the student will hold up a puppet of that worker.	Paper bag puppets.	Teacher will observe that students are participating in activities.
	2.3 Students will present skit to another class.		

IF I WERE


If I were a tea-cher and a tea-cher were I, I'd go this-a-way, And-a
If I were a principal and a principal were I, I'd go this-a-way, And-a
If I were a dietician and a dietician were I, I'd go this-a-way, And-a
That-a-way, And-a this-a-way would I.
That-a-way, And-a this-a-way would I.
That-a-way, And-a this-a-way would I.

Tune of the Muffin Man

Oh what does Mrs. ______________ do, Mrs. __________ do, Mrs. __________ do?
Oh what does Mrs. ______________ do, as she works at our school?

Oh do you know the secretary, the secretary, the secretary?
Oh do you know the secretary who works at our school?

The secretary helps the principal, the principal, the principal,
The secretary helps the principal as she works at our school.

The principal helps the teachers ...
The teacher helps the students ...
The students help each other ...
The janitor keeps our school clean ...
The cafeteria workers feed everyone ...

WHOSE HAT IS THIS?

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Jane Roberts, Mayme Wade, and Danny Waterman.

Grade: 2-3

Subject Areas: Social Studies, Language Arts, Art, Music.

Goal: To increase students' awareness of many workers and their roles in society.

Concept 1. Workers wear different hats for different occupations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of the activities each student will be able to correctly match at least 5 out of 10 tasks and occupational titles with respective hats.	1.1 Teacher will introduce bulletin board: "Workers' Hats." engineer's hat cowboy's hat baseball cap mailman's hat chemical worker's hat fireman's hat nurse's cap policeman's hat chef's hat football helmet	Bulletin board Blackboard, chalk	Teacher will observe that students are participating in activities.
	1.2 Group discussion on each hat: Name of occupation Tasks associated with occupation Service rendered to community Importance of job Teacher will write this information on board.		

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.3 Teacher will invite to address the class, workers who were discussed.	Resource speakers	
	1.4 Students will compose questions which they will ask of visiting workers.	Paper, pencils	
	1.5 Students will write thank you notes to speakers.	Paper, pencils	Teacher will observe that students are participating in activities.
	1.6 Students will play game: "Who Am I?" Each student will select a card (in the shape of a worker's hat) from a grab bag and pantomine the role of the worker. The student who guesses the occupation first will get the next turn.	Worker's hat cards	
	1.7 Students will learn song, "Put On Your Hat."	"Put On Your Hat" (attached at end of unit)	5 occupations and 5 tasks matched correctly to 5 hats = 10 points each
	1.8 Students will complete ditto sheets with 10 hats to be matched to 10 occupational titles and 10 work tasks.	Quiz "Whose Hat Is It?" (attached at end of unit)	All additional occupations correctly matched to hats = 5 points each All additional work tasks correctly matched to hats = 5 points each

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Each student will be able to construct a hat of the worker about which he reported.	2.1 Students will make hats of workers about whom they reported and place them on a table.	Construction paper, scissors, tape, marking pens	Teacher will observe that students are participating in activities.
	2.2 Students will select the hat of a worker other than his own and discuss: Someone he has seen wearing the hat What that person does in the job How the job contributes to society Desirable work habits	Hats	

Concept 2. Different jobs have different skill requirements.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of the activities, each student will be able to write and orally present a report on a worker, including job title, one or more job requirements and skills, and one or more desirable work habits.	1.1 Students will collect headgear of various occupations by borrowing hats from parents, relatives, neighbors, etc.	Workers' hats	Teacher will observe that students are participating in activities.
	1.2 Students will choose a hat and do research: Job titles Job requirements Skills Importance of work Desirable work habits	"I Want To Be" books; Carla Greene Dictionary Encyclopedia	
	1.3 Students will draw and color pictures of the workers they are researching	Paper, pencils, crayons	

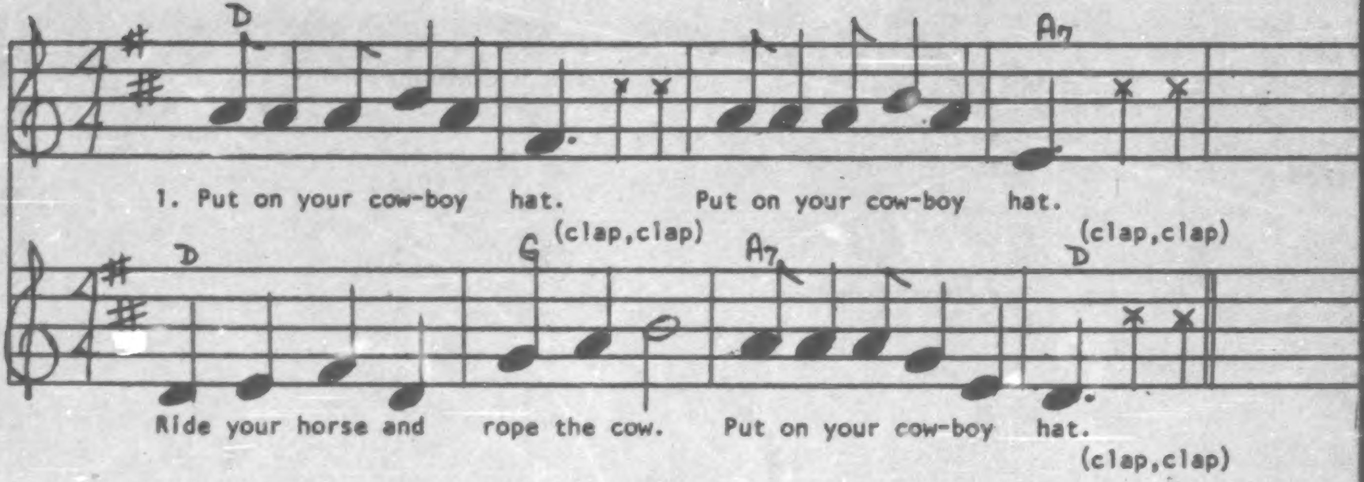
Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.4 Teacher will show the "Worker Series" filmstrips applicable to workers about whom students are reporting.	"Worker Series" filmstrips, Coronet	
	1.5 Teacher will invite workers studied to address the class.	Resource speakers	
	1.6 Students will ask questions of speakers pertinent to their reports and write thank you notes.		Each report including job title, 1 requirement, 1 skill, and 1 work habit = 10 points Additional points given for additional information.
	1.7 Students will complete reports and orally present them to the class, using drawings for visual aides.	Reports	
	1.8 Students will wear hats of the worker and pantomine the worker's role.	Hats	

Concept 3. Workers choose jobs on the basis of their interests.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of the activities, each student will be able to construct a booklet of a worker that he would like to be, including pictures of the worker and a paragraph of at least 25 words entitled, "What I Would Like To Be."	1.1 Students will decide what they would like to be (tentatively).		Teacher will observe that students are participating in activities.
	1.2 Students will collect pictures of the workers selected.	Magazines	
	1.3 Students will write paragraphs about what they would like to be and why.	Paper, pencils	
	1.4 Students will make booklets.	Pictures, paragraphs, construction paper	

PUT ON YOUR HAT


D
A7
1. Put on your cow-boy hat. (clap, clap)
Put on your cow-boy hat. (clap, clap)
D
G
A7
D
Ride your horse and rope the cow.
Put on your cow-boy hat.
(clap, clap)

2. Put on your baseball cap.
Put on your baseball cap.
Hit the ball and make a run.
Put on your baseball cap.

3. Put on your football helmet.
Put on your football helmet.
Catch the ball and make a score.
Put on your football helmet.

4. Put on your chef's hat.
Put on your chef's hat.
Make a stew and omelet too.
Put on your chef's hat.

5. Put on your engineer's cap.
Put on your engineer's cap.
Steer the train straight down the track.
Put on your engineer's cap.

6. Put on your nurse's hat.
Put on your nurse's hat.
Bring a pill and give a shot.
Put on your nurse's hat.

7. Put on your fireman's hat.
Put on your fireman's hat.
Pull the hose and squirt the fire.
Put on your fireman's hat.

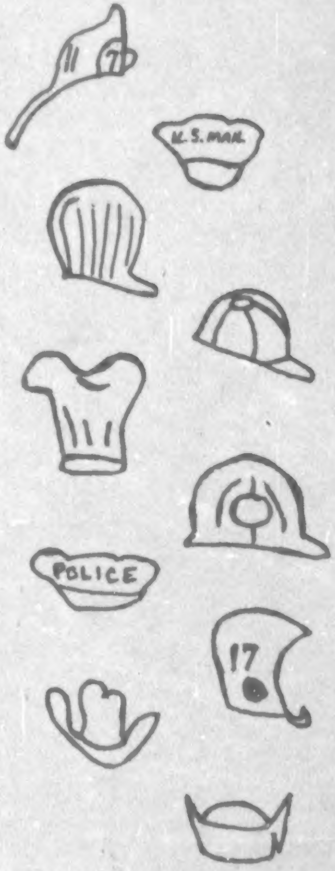
8. Put on your mailman's hat.
Put on your mailman's hat.
Deliver the mail and say, "hello."
Put on your mailman's hat.

9. Put on your policeman's hat.
Put on your policeman's hat.
Keep the people safe from harm.
Put on your policeman's hat.

10. Put on your safety hat.
put on your safety hat.
Turn the valve and watch the gauge.
Put on your safety hat.

WHOSE HAT IS IT?

PROTECTS THE PUBLIC
USES A HOSE
WATCHES GAUGES
MAKES A TOUCHDOWN
GIVES SHOTS
MAKES HOME RUNS
COOKS FOOD
DELIVERS LETTERS
DRIVES A TRAIN
ROUNDS UP THE CATTLE



ENGINEER
COWBOY
BASEBALL PLAYER
POSTAL WORKER
CHEMICAL WORKER
FIREMAN
NURSE
POLICEMAN
CHEF
FOOTBALL PLAYER

Match each hat to the proper name and job by drawing a line.

Name ______________________ Date ______________________

Grade ____________

SELF-AWARENESS

Unit Developer: Nancy Billingsley - adapted from "They're OK, You're OK" by Ruth Punelli.

Grade: 4-6

Subject Areas: Social Studies, Language Arts, Art.

Goal: To increase students' self-awareness.

Concept 1. Individuals have different interests; individual interests change.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing the suggested activities, each student will be able to make a list of at least 5 of his interests from the results of a student-developed interest inventory.	1.1 Teacher will initiate discussion of interests through the use of selected photoboards.	Focus on Self-Development, Stages II and III Selected photoboards	Teacher will observe that students are participating in activities.
	1.2 Students and teacher will prepare an interest inventory for use in the classroom.	Blackboard, chalk Ditto material	
	1.3 All students will take the interest inventory.	Interest inventory, pencils	
	1.4 Results of the inventory will be placed on a large chart for class discussion.	Poster paper, marking pens	
	1.5 Students will list all of their interests (from the chart) and keep the list for future reference.	Paper, pencils.	

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. After completing the suggested activities, each student will be able to make a list of all of his interests which have changed from the results of pre- and post-tests of student developed interest inventory.	2.1 All students will re-take the student-prepared interest inventory at the end of the year.	Interest inventories, pencils,	Teacher will observe that students are participating in activities.
	2.2 Results of the inventory will be placed on a large chart for class discussion.	Poster board, pens, chart from pre-test.	
	2.3 Students will discuss differences in interests from pre- and post-test results of interest inventories.		
	2.4 Students will list differences in results from pre- and post-tests on a sheet of paper.	Paper, pencils	
	2.5 Students will discuss and site reasons for changes in interests.		

Concept 2. Sharing interests helps to develop a positive self-concept.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing the suggested activities, each student will be able to construct a collage about at least 5 of his interests and present it to the class.	1.1 Students will construct collages about all of their interests listed on paper from objective 1, 1.5.	Magazine pictures, poster paper, marking pens, glue	Teacher will observe that students are participating in the activities.
	1.2 Students will write paragraphs about their interests to explain their collages.	Paper, pencils	
	1.3 Each day, one student will display his collage on a bulletin board entitled, "Today is ____'s Day." The student will orally explain his collage to the class by reading his paragraph.	Bulletin board, collages	
	1.4 Students will discuss differences in interests among class members.		
2. After interviewing another student, each student will be able to list at least 4 interests and 3 values of another student in the form of a biography of at least 25 words and present it to the class.	2.1 Each student will prepare 10 interview questions concerning interests and values.	Paper, pencils	
	2.2 Teacher and students will make a composite of all questions and prepare an interview form; teacher will make 2 copies for each member of the class.	Blackboard, ditto material	

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	2.3 Each student will pick the name of a class member from a hat.	Students' names on paper Hat	Teacher will observe that students are participating in the activities.
	2.4 Each student will be given two interview forms. On the first, each student will predict and write the answers the interviewee will give.	Interview forms	
	2.5 Each student will orally conduct the interview and record answers.	Interview forms	
	2.6 Students are to compare answers from inventory with their predictions and discuss results with interviewees.	Interview forms	
	2.7 Students are to make a list of interests and values from results of interviews.	Interview forms, paper, pencils	
	2.8 Students are to write biographies about interviewees and present them orally to the class.	Paper, pencils, list	
	2.9 Students are to design buttons for the interviewees based on something new discovered from interviews.	Construction paper, pins, marking pens.	

Concept 3. Values of individuals differ.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to rank 10 of his values and compare the list with 10 values which his parents rank.	1.1 Students will think about things which are important to them. The teacher will make a composite list of the values of members of the class.	Blackboard, chalk Paper, pencils	Teacher will observe that students are participating in activities.
	1.2 Each student will select 10 most important values and rank them in order of importance.		
	1.3 Students will think about things which are important to their parents. The teacher will make a composite list of the parents' values.		
	1.4 Each student will select 10 most important values of their parents and rank them in order of importance.		
	1.5 Students will scramble list of values and ask their parents to rank them.		
	1.6 Students will orally discuss differences in ranked values.		

Concept 4. Individuals often see themselves differently than others see them.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will write a paragraph discussing the differences between how others see him in relation to how he sees himself and orally discuss at least one of these differences.	1.1 After a discussion of "Friends! What kind do you like? What kind are you like?" each student will rank himself 1-10 in each area (example: artist, thinker, clown, athelete, etc.) on a student-prepared questionnaire.	Student-prepared questionnaire Pencils	It is suggested that activities not be graded. The unit should be considered successful if all objectives are met.
	1.2 Students are to rank another member of the class. (Names are to be picked from a hat.)		
	1.3 Students are to divide into small groups. Each student is to orally list 3 things he likes about himself and one thing he dislikes.		
	1.4 Students are to discuss results of activity 1.3.		
	1.5 Students are to list 3 things they admire about others in the group.		
	1.6 Students are to write a paragraph discussing the differences between how others see them in relation to how they see themselves.	Paper, pencils	
	1.7 Each student will present his paragraph to the class.		

COMMUNICATION

Unit Developer: Nancy Billingsley - adapted from unit developed at 1973 Career Education Workshop in Baton Rouge.

Grade: 5

Subject-Areas: Language Arts, Social Studies.

Goal: To increase students' awareness of communication skills and careers and to imporve students' communication skills.

Concept 1. There are many forms of communication which help one work well with others.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to list at least 4 means of communication.	1.1 The class will discuss primitive methods of communication.		Teacher will observe that students are participating in the activities.
	1.2 Students will do research on primitive methods of communication.	Filmstrips, books, resource speaker, records, tape recorder, paper, pencils	
	1.3 Students will discuss modern methods of communication.		
	1.4 Students will do research on modern methods of communication.		
	1.5 Students will build models and demonstrate uses of primitive and modern methods of communication.		
	1.6 Resource speaker will address the class and demonstrate ways in which the deaf and blind communicate.		

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.7 Students will record and identify sounds of communications.		4 means of communication listed = 5 points each
	1.8 Students will list as many means of communication as they can.		All additional means of communication = 5 points each
2. After completing suggested activities, each student will be able to list at least 3 reasons why communication is important in everyday life.	2.1 Students will take field trips to the airport and the train station to observe signals used in communication.	Airport, train station	Teacher will observe that students are participating in activities.
	2.2 Teacher will arrange for a coach and a policeman to address the class and demonstrate signals used in their work.	Resource speaker	
	2.3 Students will discuss and demonstrate signals used in the community, ie. sports, police work, railroad work, airport work, etc.		
	2.4 Students will select occupations and dramatize signals used in communication without speaking.		
	2.5 Students will play charades.		3 reasons why communication is important = 15 points each
	2.6 Students will list as many reasons as they can why communication is important in everyday life.	Paper, pencils	All additional reasons = 5 points each

Concept 2. There are many careers in communications.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to list at least 5 communications careers.	1.1 Teacher will present Communication and Media Cluster to class.	"Career Concepts and 15 Career Clusters"	
	1.2 Class will make a list of communications occupations; teacher will list occupations on the board.	Blackboard, chalk	
	1.3 Teacher will arrange for as many communications workers as possible to address the class.	Resource speakers	
	1.4 Students will work in groups doing research on each job listed in 1.1.	Books, filmstrips, magazines	
	1.5 Students will work in groups writing work briefs for each occupation listed; teacher will make copies of each brief for each member of the class.	Paper, pencils, research findings.	5 communications careers listed = 5 points each
	1.6 Students will list as many communications careers as they can.	Paper, pencils	All additional communications careers listed = 5 points each

Concept 3. Reading helps people in their occupations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to list at least 3 ways that reading helps his parents in their work.	1.1 Class discussion: "How reading helps parents in their jobs."		Teacher will observe that students are participating in activities.
	1.2 Students will develop parent interview forms concerning need for communication skills in their work; teacher will make 2 copies of form for each student.	Blackboard, chalk, paper, pencils	
	1.3 Students will interview each of their parents.	Parent interview forms	
	1.4 Students will discuss results of interviews with class members.		
	1.5 Students will bring recipes, labels, directions for assembling something, grocery ads, etc., and display them in room.	Items from home	
	1.6 Students will discuss the importance of being able to read in home management.		
	1.7 Teacher will arrange for an employer to address the class on the importance of reading in work and bring samples of job application forms.	Resource speaker	

Concept 3. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.8 Teacher will make copies of forms which students will complete. Students will compare and discuss completed job application forms.	Job application forms	3 ways listed = 5 points each
	1.9 Students will list ways that reading helps their parents in their jobs.	Paper, pencils	All additional ways listed = 5 points each
2. After completing suggested activities, each student will be able to list 5 jobs and include at least one way that reading helps each job.	2.1 Students will collect classified ads and discuss how reading is important to finding a job.	Newspapers	Teacher will observe that students are participating in activities.
	2.2 Librarian will address the class.	Librarian	
	2.3 Class discussion: How does reading help various jobs; teacher will list jobs on the board.	Blackboard, chalk	5 jobs listed with 1 benefit from reading ability = 10 points each All additional jobs = 1 point each
	2.4 Each student will list as many jobs as he can and ways in which reading helps in each.	Paper, pencils	All additional benefits from reading = 1 point each

Concept 4. People need to be able to speak well in their work.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to list at least 5 jobs in which effective speech is necessary.	1.1 Students will develop charts based on parent interview forms.	Poster paper, Parent interview forms, marking pens, list of jobs	Teacher will observe that students are participating in activities.
	1.2 Students will select a job from a prepared list and discuss reasons why effective speech is important.		
	1.3 Students will discuss jobs in which effective speech is important.		
	1.4 Teacher will invite resource person to discuss the use of effective speech in his area of work.	Resource persons	
	1.5 Students will make a list of as many jobs as they can name in which effective speech is necessary.	Paper, pencils	2 jobs = 5 points each All additional jobs listed = 5 points each

Concept 5. People need to be able to write in many jobs.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to list at least 5 jobs in which writing is essential.	1.1 Students will discuss jobs in which writing is necessary.		Teacher will observe that students are participating in activities.
	1.2 Students will write letters of application for jobs.	Paper, pencils	
	1.3 Students will learn to write checks correctly.	Blank checks	
	1.4 Students will write advertising copies for a product.	Sample advertising copies	
	1.5 Students will list as many jobs as they can in which writing is essential.	Paper, pencils	5 jobs listed = 2 points each All additional jobs = 2 points each
2. After completing suggested activities, each student will be able to write directions for performing a specific task.	2.1 Students will perform tasks which involve getting to three different places in the community by following a planned route: police station, hospital, school, city hall, etc.		
	2.2 Teacher will provide each student with a fun community map. Each student will turn in one directional step, and steps will be placed in groups of five. Committees will place steps on the community map.	Fun community maps	

Concept 5. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	2.3 Each student will write directions to get from him home to school.	Paper, pencils	Directions = 5 points each
3. After completing suggested activities, each student will be able to list at least 2 jobs where accuracy and legibility are necessary.	3.1 Students will dramatize jobs in which accuracy and legibility are necessary.	Props	Teacher will observe that students are participating in activities.
	3.2 Students will discuss jobs in which accuracy and legibility are necessary.		
	3.3 Students will list as many jobs as they can in which accuracy and legibility are necessary-		2 jobs listed = 5 points each All additional jobs listed = 5 points each.
4. After completing suggested activities, each student will be able to answer at least 50% of the questions on a teacher-prep ared unit evaluation.	4.1 Students will discuss and review unit concepts.	Materials from unit	
	4.2 Students will take a teacher-prepared unit test.	Test, pencils	50% of answers correct = 50 points Extra points to be given for all other correct answers

WORK TASKS AND HABITS

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mayme Wade, and Danny Waterman.

Grade: 1-6

Subject Areas: Social Studies, Language Arts.

Goal: To identify and develop work skills and habits related to success in school and on the job.

Concept 1. Good work habits help family members work more successfully on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Following research and class discussion, each student will be able to orally define good work habits.	1.1 Group discussion: What is work? Teacher will read the definition of "work" from the dictionary.	Dictionary	Teacher will note when students accurately define good work habits.
	1.2 Group discussion: What is a habit? Teacher will read the definition of "habit" from the dictionary.	Dictionary	
	1.3 Group discussion: What is a work habit? Teacher will write the definition of "work habit" on the board.	Blackboard, chalk	
	1.4 Each student will write his own definition for good work habits and orally present it to the class.		

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. After interviewing his parents, each student will be able to orally list at least 2 good work habits for each of his parents occupations.	2.1 Class will prepare an interview questionnaire for parents including name of occupations and good work habits necessary for the jobs. 2.2 Students will interview parents and report results to class orally.	Interview questionnaires	Teacher will collect all interview forms. 2 good work habits listed orally for Mother = 10 points 2 good work habits listed orally for Father = 10 points All additional good work habits = 5 points each

Concept 2. Being on time helps one succeed in school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After performing activities, each student will be able to write at least 3 instances illustrating how promptness is important and 3 instances illustrating the consequences of being late.	1.1 Group discussion: What would happen if Father was late for work? 1.2 Group discussion: What would happen if Mother was late in preparing dinner? 1.3 Group discussion: What would happen if students were late in beginning their work? 1.4 Group discussion: What would happen if the teacher was late to school?	Blackboard, chalk	

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.5 Expand discussion to other areas where being on time is important.		
	1.6 Students will role-play various situations in which being on time is important.	Props and clothing for role-playing	
	1.7 Students will list "on time" on a notebook page with the heading "Good Work Habits."		3 instances for being on time = 5 points each 3 consequences for being late = 5 points each
	1.8 Students will list as many instances as they can when being on time is important and also list consequences of being late for each.	Paper, pencils	Each additional instance and consequence = 5 points each
2. After two weeks, 85% of the students will be "on time" to begin work.	2.1 At the end of each week, teacher will reward all students who are on time to begin working with a star on a chart.	Chart, star	Teacher will note students who are not ready to work in a notebook. All other students will receive a star on the chart.
	2.2 After two weeks the teacher will note all students who were on time to begin working.		

Concept 3. Good attendance is important to success on the job at school.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will participate in a role-playing activity concerning attendance.	1.1 Group discussion: What happens if a teacher is absent? Student? Father?	Blackboard, chalk, props.	Teacher will note when each student has participated in role-playing situations.
	1.2 Students will role-play different situations when workers are absent.		Participation = 5 points
2. All students who have been absent will be able to complete make-up work by one week after the last day of class missed.	2.1 Teacher and students will make a poster showing work that must be made up for students who were absent.	Poster	Teacher will check all work that is made up by students and record the date.
	2.2 Students who were absent will make up work they missed as it is listed on the poster.		
3. 85% of the students will be in attendance.	3.1 One student will be the class comptroller for each week. On Fridays, he will give $1 play money to each student present for each day of school.	Play money	Five $1 bills will buy 1 Tootsie Pop (money can be saved from one week to the next.)
	3.2 Class discussion: Absenteeism = small pay check.		
	3.3 Students will write "good attendance" on "Good Work Habits" page in notebook.		

Concept 4. Proper dress is important for success on the job and at school.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After performing activities, each student will be able to make a booklet about 3 types of workers with pictures of proper dress and improper dress for each.	1.1 Class discussion: Proper dress for family members' occupations and consequences of improper dress.		
	1.2 Small group discussion: Students will refer to social studies books and discuss proper dress for the occupations pictured.	Social studies texts, magazine pictures, glue	
	1.3 Students will make a booklet of different occupations and the proper dress for each.		Pictures of proper dress for 3 workers = 5 points each All additional workers pictured in proper dress = 5 points each
	1.4 Students will write "proper dress" on "Good Work Habits" page in notebook.		

Concept 5. Cooperation is important to success in school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to orally name at least 3 instances in which cooperation is important.	1.1 Class discussion: What is "cooperation?" Teacher will read definition from dictionary.	Dictionary	
	1.2 Students will construct puzzles in small groups and discuss how well each member of the group cooperated. Each group will use a tape recorder.	Puzzles, construction paper, marking pens, safety pens, tape recorder.	
	1.3 Students will construct puzzles in small groups. One member of each group will be instructed to leave out one piece. Discussion of results should follow. Each group will use a tape recorder.		
	1.4 Students will work in small groups on an assembly line activity. Each student will perform one step in making happy face buttons. Students will discuss results. Each group will use a tape recorder.		Groups making the most happy face buttons will be rewarded by presenting them to a first grade class.
	1.5 Students will orally discuss instances in which cooperation is important on a job.		3 instances in which cooperation is necessary = 1 point each Each additional instance = 1 point each

Concept 6. Honesty is important to success at school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to write a paragraph of 25 words discussing the importance of honesty.	1.1 Teacher will read the story of George Washington and the Cherry Tree.	George Washington and the Cherry Tree	
	1.2 Teacher will tell story of Honest Abe.		
	1.3 Teacher will read Solomon's story from the Bible (I Kings 3:16-27)	Bible	
	1.4 Students will be given work in which they will have a chance to cheat. Students will discuss their feelings.		
	1.5 Students will participate in role-playing activities. Each group will present its situation to the class.		
	1.6 Students will write paragraphs discussing the importance of honesty.	Props	Paragraph = 15 points
	1.7 Students will list "honesty" on "Good Work Habits" page in notebooks.	Notebooks	

Concept 7. Politeness and courtesy are important to success in school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will be able to list at least 3 jobs in which politeness is important.	1.1 Students will role-play, using the telephone.	Teletrainer from South Central Bell	
	1.2 Students will discuss why politeness is important and list different jobs which require politeness.		3 Jobs listed = 1 point each
	1.3 Students will list "politeness" on "Good Work Habits" page in notebook.	Paper, pencils, notebooks	Each additional job = 1 point

Concept 8. Persistence is important to success in school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing activities, 80% of the students will be persistent in working a triangle puzzle for 15 minutes and be able to list at least 3 occupations which require persistence.	1.1 Students will define and discuss persistence.		
	1.2 Students will work on puzzles and be encouraged to continue working on them for 25 minutes.	Game - triangle puzzles	
	1.3 Students will list jobs in which persistence is important.		3 Jobs listed = 1 point each All additional jobs = 1 point each
	1.4 Students will be praised for persistency in classroom tasks.		
	1.5 Students will list "persistence" on "Good Work Habits" page in notebooks.		

Concept 9. Cheerfulness is important to success at school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to draw a picture of himself as a cheerful worker at school.	1.1 Discussion: What is cheerfulness?		
	1.2 Students will view filmstrip, "Circle of Feelings."	"Circle of Feelings," Focus on Self-Development, SRA	
	1.3 Discussion: How do we look when we are cheerful?		
	1.4 Discussion: How do we look when we are sad?		
	1.5 Students will draw pictures of themselves looking cheerful at school.	Paper, pencils, crayons	Each drawing = 1 point
	1.6 Students will list "Cheerfulness" on "Good Work Habits" page in notebook.		

Concept 10. The same good work habits are important to many different occupations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to construct a mobile listing at least 10 good work habits important in one particular occupation.	1.1 Students will list and discuss as many good work habits as possible.	Paper, pencils, blackboard	
	1.2 Teacher will make a list of familiar occupations, including "student," and each student will pick one from a hat.	List of occupations, hat	
	1.3 Each student will construct a mobile with the occupation and 10 work habits related to it.	Poster paper, marking pens, yarn, wire.	
	1.4 Mobiles will be presented to class orally and displayed in the classroom.		
2. Each student will be able to list at least 10 good work habits on a written test.	2.1 Students will list and review all good work habits.	Paper, pencils	
	2.2 Students will be tested to determine how many good work habits they can name.		10 good work habits listed = 5 points each Each additional work habit = 5 points each
	2.3 Students in upper grades will complete puzzle.	Good work habits puzzle	

GOOD WORK HABITS

A X L Q R Y T I L A U T C N U P
S T B D E X Z F E R L O Q F S T
E O T N M L G F R D S B R O S E
N T X I N I A T I V E V R R E C
S T C A T Q R S S F N T A E N N
E D E C O U R T E S Y T S S D A
O L N M O M D L D U T O L I E R
F V O S C Y E E X U S T M G D A
H S I T Q T P Z Y W R Q N H N E
U E T L R S E D N E I R F T I P
M L A X I E N T H U S I A S M P
O F P L N N D N P O Y R L O N A
R C I O T O A R R U T U R G E L
O O C Y E H B L O T I A Y N P A
Q N I A R N I B M R L T T I O N
R T P L E D L Z P I A V I L Q O
B R R T S L I Q T Q T Z L L R S
Z O A Y T T T Y B O I L I I B R
L L P P S X Y R Z M Z T B W X E
U S E O F V O I C E S L A O G P

ATTITUDE
COURTESY
DEPENDABILITY
DESIRE
ENTHUSIASM
FORESIGHT
FRIEND
HEALTH
HONESTY
INITIATIVE
LOYALTY
MORALITY
OPENMINDEDNESS

PUNCTUALITY
SELF CONTROL
SENSE OF HUMOR
TACT
USE OF VOICE
PARTICIPATION
GOALS
VITALITY
INTERESTS
PROMPT
ABILITY
WILLING
PERSONAL APPEARANCE

Words may be found across, up and down, or diagonally. Some words may be found backwards. As you find the words, circle them on the puzzle and scratch out the words on the list.

FOODS AND NUTRITION

Unit Developers: Lloyd Chiro and Nancy Billingsley

Grade: 6

Subject Areas: Health, Social Studies, Language Arts, Math.

Goal: To increase students' awareness of concepts of nutrition and the many workers involved in food services.

Concept 1. There are many careers involved with food services.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to construct a booklet consisting of at least 1 picture of a food service worker and a written report of at least 25 words about the worker. Each student will orally present his report to the class.	1.1 Group discussion: "Who works in the food services?"		
	1.2 Students will view filmstrips about food workers.	"Food Industry", "Workers Who Provide Food," Coronet filmstrip.	
	1.3 Students will construct booklets by collecting pictures and writing reports on one of the following workers: a. Waiter/Waitress b. Cashier c. Cook/Chef d. Baker e. Lunchroom Worker f. Dietician g. Stock Boy h. Farmer i. Dairyman j. Truck Driver k. Grocer	Magazine clippings, newspaper clippings, want ads, encyclopedia, other reference books	Booklet consisting of one picture and a paragraph of 25 words = 20 points Additional points for additional material and quality of report.
	1.4 Students will orally present reports to the class.		

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Each student will be able to list at least 6 occupations connected with food services.	2.1 Students will list as many occupations as they can which are connected with food services.	Paper and pencils	6 occupations listed = 2 points each All additional occupations listed = 2 points each

Concept 2. Nutrition and health are closely related.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to orally list at least 5 foods in each of the 4 basic food groups from a poster which each student will construct.	1.1 Students will do research and discuss a balanced diet.	Health text, other reference books	Teacher will observe that all students are participating in activities.
	1.2 School dietician will address the class.	School dietician	
	1.3 Students will compose a well-balanced lunch menu selecting foods which classmates will enjoy.	Health text, recipe books, paper, pencils	
	1.4 Students will plan a breakfast and dinner menu to be used with the lunch including all necessary nutrients.	Health text, recipe books, paper, pencils	5 foods for each of 4 food groups listed orally = 20 points
	1.5 Each student will make posters showing the four basic food groups and orally present them to the class.	Poster board, magazines, paste, marking pens	All additional foods listed = 1 point each

Concept 3. All jobs have advantages and disadvantages.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to list at least 2 advantages and 2 disadvantages of a job involved in the food services.	1.1 Students will take a field trip to bakery and grocery store and invite several speakers to address the class.	Majoria or other supermarket Bunny Bread Bakery Resource speakers	Teacher will observe that students are participating in activities.
	1.2 Each student will interview a food service worker to find advantages and disadvantages of the job and present findings to the class.	Student Interview Form (attached at end of unit)	2 advantages and disadvantages listed = 10 points
	1.3 Students will make a list of as many advantages and disadvantages as they can for a food service job.	Paper, pencils	All additional advantages and disadvantages = 5 points each

Concept 4. Every career requires some preparation and skills.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to write and present to class a report listing at least 5 requirements of one food service job.	1.1 Each student will do research on the job he reported on (concept 3: 1.2), and write a paper listing skills, experience, earnings, and educational requirements.	Results of interviews Resource books, work briefs	Teacher will observe that students are participating in activities.
	1.2 Students will present their reports orally to the class.		Reports of 35 words including 5 job requirements = 45 points Additional requirements = 7 points each
	1.3 Students will dramatize food service workers by role-playing tasks such as: a. taking customers' order b. serving food c. writing the check d. adding the bill e. cleaning the table f. preparing simple food g. working in cafeteria	Props	
2. Upon completion of all unit activities, each student will be able to answer 50% of the questions correctly on a teacher-prepared unit test.	2.1 Each student will take a test covering all concepts presented in the unit.	Teacher-prepared test Pencils	50% of answers correct = 50 points Additional points for all correct answers over 50%

STUDENT INTERVIEW FORM

1. What is your name? ____________________
2. Where do you live? ____________________
3. What type of work do you do? ____________________
4. Who are you employed by? ____________________
5. What skills do you need for this kind of work? ____________________

____

6. What subjects best prepared you for this job? ____________________

____

7. Did you go to college? __________ Did you go to a trade school? __________

Were you trained on the job for this type of work? ____________________

8. What do you like best about your work? ____________________
9. What are several of the advantages of your work? ____________________

____

____

10. What are some of the disadvantages of your work? ____________________

____

____

11. What "good work habits" are important in your type of work? ____________________

____

12. Minimum salary ____________________
13. Maximum salary ____________________

Signature of Interviewer

____

Date ____________________

THE PROCESS OF PHOTOSYNTHESIS

Unit Developers: Members of St. Charles Parish Career Education Course.

Grade: 6

Subject-Areas: Science, Social Studies, Language Arts.

Goal: To help pupils understand the process of photosynthesis and that many careers are related to biology.

Concept 1. Photosyntheses is the process whereby green plants produce food materials by utilizing carbon dioxide, water, and sunlight. The process occurs only in the presence of sunlight and chlorophyll.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of activities, each student will be able to accurately diagram the process of photosynthesis.	1.1 Teacher will administer a pre-test to establish knowledge level of students.	Teacher made test on parts of plants and photosynthesis.	No grade will be given for test. Teacher will determine areas to stress in unit from weak areas on test.
	1.2 Teacher will discuss terms: photosynthesis chloroplasts chlorophyll,etc.	Student text.	
	1.3 Students will view filmstrips, films, or slides on parts of plants and photosynthesis.	Films and filmstrips from library and resource center	Teacher will observe that students are participating in activities.
	1.4 Students will list and study the function of the parts of green plants.	Student text	
	1.5 Students will take field trip to collect plant specimens.	Field trip to Nature Trail in Paradis	

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.6 Students will disect plants in class and make drawings of different parts.	Specimens from field trip.	Teacher will observe that students are participating in activities.
	1.7 Students will perform an experiment to extract chlorophyll from green leaves.	Specimens from field trip.	
	1.8 Students will prepare soil in flats for growing plants.	Soil and flats.	
	1.9 Students will orally discuss the process of photosynthesis.		Correct diagram = 20 points
	.10 Students will diagram the process of photosynthesis and write a description of the process.	Paper, pencils, marking pens	Additional points may be given for paragraph

Concept 2. In the process of photosynthesis, oxygen is released into the air.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of suggested activities, each student will be able to accurately diagram the oxygen cycle in green plants.	1.1 Students will study the oxygen cycle.	Text, resource books, filmstrips	Teacher will observe that students are participating in activities.
	1.2 Students will do experiment on the production of oxygen.	Mecuric oxide, heat source, text	
	1.3 Students will do experiment showing how oxygen supports burning and life.	Materials collected in previous experiments.	
	1.4 Students will plant seeds and observe growth, making diagrams at different stages of development.	Seeds, prepared flats, paper, pencils	
	1.5 Students will make diagrams of the oxygen cycle in green plants.	Paper, pencils, marking pens, text	Correct diagram = 20 points.

Concept 3. There is a parallel between the interdependence of living things, or division of labor in green plants, and the interdependence of people, or the specialization of occupations of people.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will participage (in small groups) in building "Career Trees" of careers directly dependent on green plants, including at least 5 careers.	1.1 Students will work in small groups listing careers that are dependent on green plants.	Books	Teacher will observe that students are participating in activities.
	1.2 Students will group careers into related career groups.	Paper, pencils	
	1.3 Teacher will invite several speakers listed to address the class.	Resource speakers	
	1.4 Students will work in groups to construct career trees of groups of careers directly dependent on green plants.	Wire, pictures, yarn, paper (model career tree in Career Education Resource Guide).	Career tree with 5 careers = 20 points Each additional career = 4 points each
	1.5 Students will place career trees around the room and discuss them with the class.	Career trees	
	1.6 Students will bring to class products of careers listed on career trees.	Products	
	1.7 Students will show how these products depend on other careers to get to the market.		
	1.8 Students will make a display showing the careers and stages of development through which a given product passes. (Products derived from green plants.)		

Concept 3. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Upon completion of unit activities, each student will be able to correctly answer 50% of the questions on a teacher-made test.	2.1 Students will review concepts of unit.		50% of questions correct = 50 points
	2.2 Students will take test.	Teacher-made test with all concepts covered.	Additional points given for all questions correct

LET'S BUILD A HOUSE

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mamye Wade, and Danny Waterman.

Grade: 3-6

Subject Areas: Social Studies, Mathematics, Language Arts, Art, Music.

Goal: To develop students' awareness of the many job opportunities in the Construction Careers Cluster.

Concept 1. Many workers are needed to build a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completing suggested activities, each student will be able to list at least 5 construction worker jobs.	1.1 Group discussion: Workers involved in construction careers.	"Career Concepts and 15 Career Clusters"	Teacher will observe that students are participating in activities.
	1.2 Teacher will present "Construction Careers Cluster." Vocabulary: residential architect commercial architect draftsman industrial architect landscape architect plumber concrete finisher civil engineer electrical engineer brick mason metal worker carpenter manufacturer estimator painter paper hanger contractor foreman, etc.	Blackboard, chalk	

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.3 Teacher will read to the class appropriate pages in Popeye the Sailor and Construction Careers.	Career Comic Books, King Features	Teacher will observe that students are participating in activities.
	1.4 Students will work in small groups to make work briefs on each occupation.	Research books	
	1.5 Students will write poems about each occupation.	Paper, pencils	
	1.6 Teacher will arrange for contractor to address class and answer questions concerning construction careers.	Resource speaker	
	1.7 Students will visit construction sites to observe workers and their tools and tasks.	Field trip	
	1.8 Students will make a list of as many construction workers as they can name.	Paper, pencils	5 jobs listed = 2 points each All additional jobs listed = 2 points each
	1.9 Students will learn songs: "The Carpenter," "New House."	"New House" and "The Carpenter" (attached at end of unit).	

Concept 2. House plans are drawn to scale.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing activities, each student will be able to draw house plans in small groups (for bird house).	1.1 Teacher will arrange for an architect or draftsman to address the class.	Resource speaker	
	1.2 Students will perform simple tasks of drawing things to scale (measure desk and draw to scale, etc.).	Graph paper, pencils, rulers	Each house plan = 5 points for each member of the group
	1.3 Students will work in small groups to draw up house plans for bird houses.	Graph paper, pencils, rulers	

Concept 3. Carpenters are essential in the construction of a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will participate in small groups to build a wooden bird house.	1.1 Teacher will arrange for a carpenter to address the class and demonstrate wood-working skills.	Resource speaker	
	1.2 Students will work in small groups building bird houses from plans.	House plans, wood, nails, glue	Each student participating in building a bird house will receive 25 points

Concept 4. Many houses require the skills of a brick mason.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will participate in building a brick planter at school.	1.1 Teacher will arrange for a brick mason to address the class and demonstrate skills needed to construct a brick planter.	Resource speaker	
	1.2 Students will draw up plans for a brick planter.	Graph paper, pencils, rulers	
	1.3 Students will mix together mortar and construct a brick planter.	Mortar mix, bricks, trowel	Each student participating in building the planter will receive 25 points

Concept 5. The skills of a paper hanger, painter, and sheet rock finisher are necessary in building many houses.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will participate in making a room divider for the classroom.	1.1 Teacher will arrange for guest speakers to address the class and demonstrate the skills necessary for constructing a room divider.	Resource speakers: Sheet rock finisher Paper hanger Painter	
	1.2 Students will draw up a plan for a room divider.	Graph paper, pencils, rulers	
	1.3 Students will construct a room divider by cutting, taping, and finishing sheet rock and applying wall paper to one side and painting the other.	Sheet rock, saw, tape, plaster, wall paper, paste, scissors, roller, paint, brushes	Each student participating in building the room divider will receive 25 points

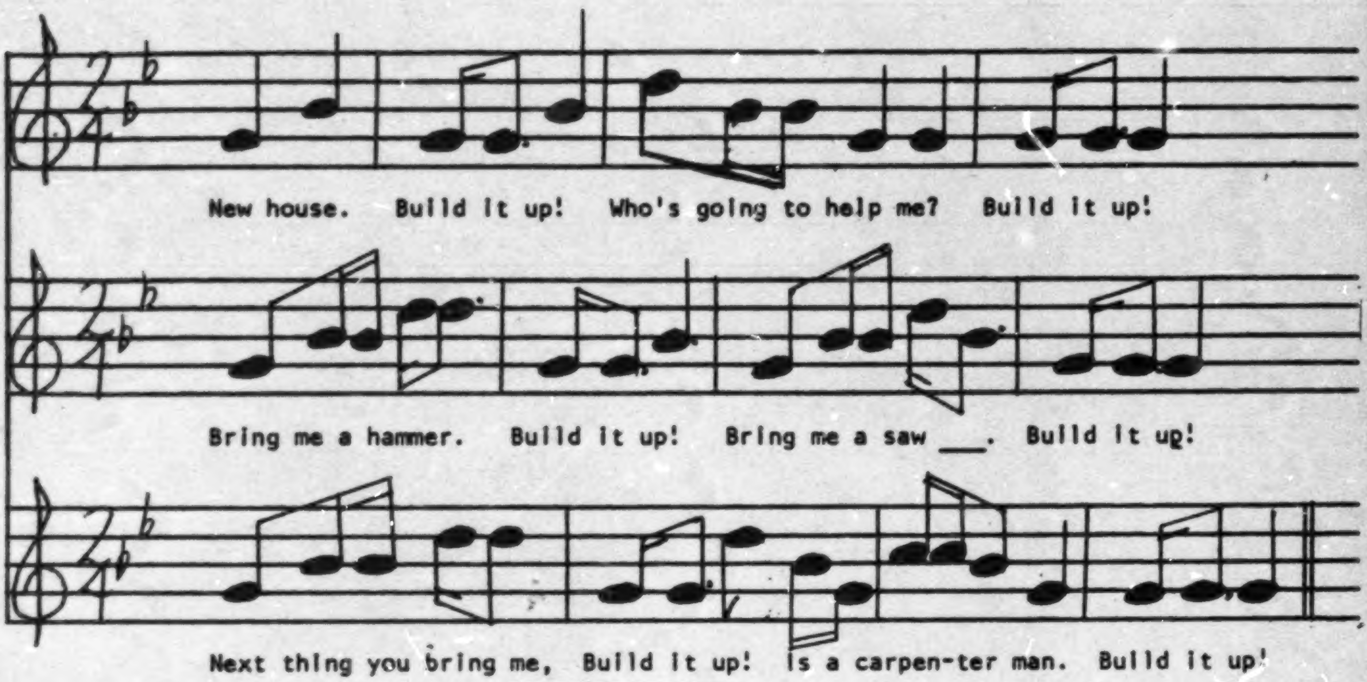
Concept 6. Electricians are essential in building a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will be able to accurately diagram the flow of electricity from the switch box to the light and back again and also splice two wires together.	1.1 Teacher will arrange for an electrician to address the class and diagram the flow of electricity and demonstrate the splicing of electrical wires.	Resource speaker	
	1.2 Students will make diagrams of the flow of electricity from the source to the light bulb and back to the source.	Paper, pencils, marking pens	Each diagram = 15 points
	1.3 Students will splice electrical wires.	Small pieces of electrical wire	Each wire spliced correctly = 10 points

Concept 7 Building a house requires the cooperation of all workers involved.

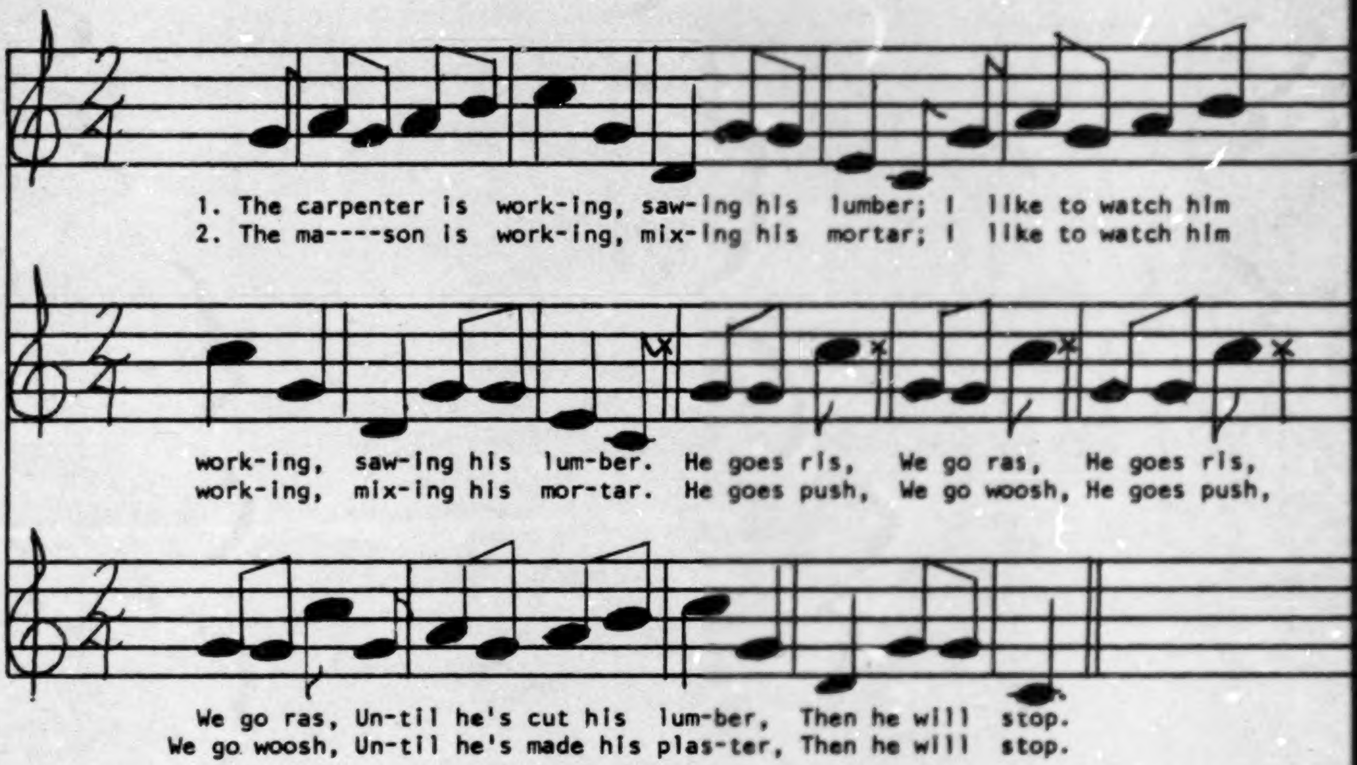
OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will be able to write a paragraph of at least 25 words concerning the cooperation necessary for workers involved in building a house, naming at least 5 workers.	1.1 Teacher may arrange for other construction workers to address the class.	Resource speaker	
	1.2 Students will discuss cooperation needed in building a house.		
	1.3 Students will write a paragraph listing as many workers as they can and explaining the necessity of cooperation among these workers.		Paragraph with 25 words and 5 workers = 50 points Additional points may be given for additional workers and quality of paper.

NEW HOUSE


New house. Build it up! Who's going to help me? Build it up!
Bring me a hammer. Build it up! Bring me a saw ___. Build it up!
Next thing you bring me, Build it up! Is a carpen-ter man. Build it up!

Substitute other tools and workers to get the house built.

THE CARPENTER


1. The carpenter is work-ing, saw-ing his lumber; I like to watch him
2. The ma----son is work-ing, mix-ing his mortar; I like to watch him
work-ing, saw-ing his lum-ber. He goes ris, We go ras, He goes ris,
work-ing, mix-ing his mor-tar. He goes push, We go woosh, He goes push,
We go ras, Un-til he's cut his lum-ber, Then he will stop.
We go woosh, Un-til he's made his plas-ter, Then he will stop.

PEOPLE AND THEIR WORK

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mamye Wade, and Danny Waterman.

Grade: 1-2

Subject Areas: Social Studies, Language Arts, Art, Music.

Goal: To increase students' awareness of many careers available within our society.

Concept 1. Individuals are born resources of society.
Concept 2. Individuals have many kinds of careers.
Concept 3. Occupations contribute to society's progress.
Concept 4. Meaningful, rewarding careers are available to every individual.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to orally name the occupations of each of his parents.	1.1 Students will find out the names of their parents' occupations and write them on paper.	Paper, pencils	Teacher will observe that all students can name parents' occupations.
	1.2 Students will orally name parents' occupations before the class.	Blackboard, chalk	
	1.3 Teacher will list all parents' occupations on the board.		
2. Each student will be able to participate in making a class poster of his parents' occupations.	2.1 Students will find pictures of their parents' occupations and collectively construct a poster entitled "Our Parents' Occupations."	Magazine pictures, poster board, marking pens, glue	

Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
3. After completing suggested activities, each student will be able to distinguish workers who provide services from workers who make things on a 10 question quiz with at least 6 answers correct.	3.1 Students will view filmstrips, "Workers Who Make Things" and "Workers Who Provide Services"	"Worker Series" filmstrips, Coronet.	
	3.2 Students will take a 10 question teacher-made quiz with the names of occupations and a short description of each from the filmstrips viewed.		6 correct answers = 10 points each Additional correct answers = 10 points each
4. After completing suggested activities, each student will be able to list at least 6 occupations on paper.	4.1 Each student will read one "I Want To Be" book and report about the occupation to the class.	"I Want To Be", Carla Greene	Teacher will observe that students are participating in activities.
	4.2 Each student will bring books about occupations from home; the teacher will read or discuss materials which students bring.	Books from home	
	4.3 Each student is to make a list of as many occupations as he can name.	Paper, pencils	6 occupations listed = 5 points each
5. Each student will be able to ask at least 1 occupational question of a guest speaker.	5.1 Teacher will arrange for several guest speakers to address the class.	Resource speakers	
	5.2 Each student will prepare 3 questions to ask speakers about their job.		
	5.3 Students will ask questions of speakers during their visits.		Teacher will observe that each student asks at least one question of speakers.

Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
6. After going on at least one field trip, each student will be able to orally discuss at least one observation noted about a worker at the work site.	6.1 Teacher will arrange for one or two field trips so that students can observe workers at their jobs.	Field trips	
	6.2 Students are to make observations of workers' tools, dress, atmosphere, etc., and orally report observations to the class.	Field trip, paper, pencils	1 observation = 10 points Each additional observation = 10 points each
7. After completing suggested activities, each student will be able to construct a booklet on workers, with pictures of workers, job titles for each worker, and a paragraph of 25 words or more on one worker. (Grade 1-oral paragraph)	7.1 Students will collect pictures of workers, and write the name of the occupation for each.	Magazines, newspapers, coloring books	
	7.2 Each student will choose one occupation and do research on it.	Library books and books from home	
	7.3 Each student will write a paragraph on the worker.	Paper, pencils	
	7.4 Each student will construct booklets of above materials.	Materials above.	Each booklet with paragraphs of 25 words = 25 points Additional points given for number of occupational pictures
	7.5 Students will discuss and display booklets.		

Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
8. Each student will design and make a paper bag puppet of the worker about whom they reported.	8.1 Students are to design and make paper bag puppets of workers about whom they reported.	Paper bags, yarn, fabric, construction paper, glue	Each puppet = 10 points Additional points given for creativity.
9. After completing suggested activities, each student will participate in a worker play.	9.1 Students will dress like workers using uniforms and tools of their trade.	Clothing from home and tools	
	9.2 Students will dramatize the job and its function.	Sample play at end of unit.	Participation in play = 50 points
	9.3 Students will show puppets.	Puppets	Additional points may be given for excellence of performance
	9.4 Dramatizations will be tape-recorded.	Tape recorder	
	9.5 Photographs will be taken of each student in roles.	Camera, film	
	9.6 Students will sing "Worker Song."	"Worker Song" at end of unit	
	9.7 Photographs will be placed on bulletin board and in newspaper.		
	9.8 Students will perform play for another class.		
10. After completing unit activities, each student will be able to orally list at least 10 occupations.	10.1 Students will list as many occupations as they can; teacher will record occupations.	Paper, pencils	10 occupations = 2 points each All additional occupations = 2 points each

WORKER PLAY

The characters are:

Dentist, mailman, policeman, nurse, milkman, doctor, and teacher

DOCTOR:

I am a doctor. My job is to help make sick people well. Let's take a visit to my office. Open your mouth and say "ah." Sit up straight. I am going to listen to your heart. Take a deep breath, let out, deep breath, let out. You have a virus. Take this prescription to your druggist. Take the white tablet 3 times a day. Come back and see me in one week if you are not feeling better.

I enjoy my job helping others.

DENTIST:

I am the dentist. If you were to visit my office, you might hear me saying:

Step up in the chair. Lay your head down. Open your mouth wide. I am going to check your teeth. I am brushing your teeth with strawberry toothpaste. This tooth looks like it will have to come out. Don't worry, it will be over in a little while. You have been a good little boy, so here is a ring for you.

I enjoy my job helping boys and girls, moms and dads, grandmothers and grandfathers keep a bright healthy smile.

NURSE:

I am the doctor's helper. You might hear me say:

O.K. Johnny, get on the scale. You weigh 60 lbs. Now lie down on the table. Put this under your tongue. Roll up your sleeve. It won't hurt. Now then, it is all over. The doctor will be here in just a minute. Can you guess who I am? You are right. I am a nurse.

MAILMAN:

(Whistle) (Sing a little song.) Good morning, Mrs. Brown. Here is a letter for you.. (Whistle) (Sing a little sone.) (Knock on the door.) Hello. Here's a package for you. I carry packages and letters to all people. Sometimes I get bitten by a dog, but that doesn't stop me. I keep on smiling while I deliver the mail.

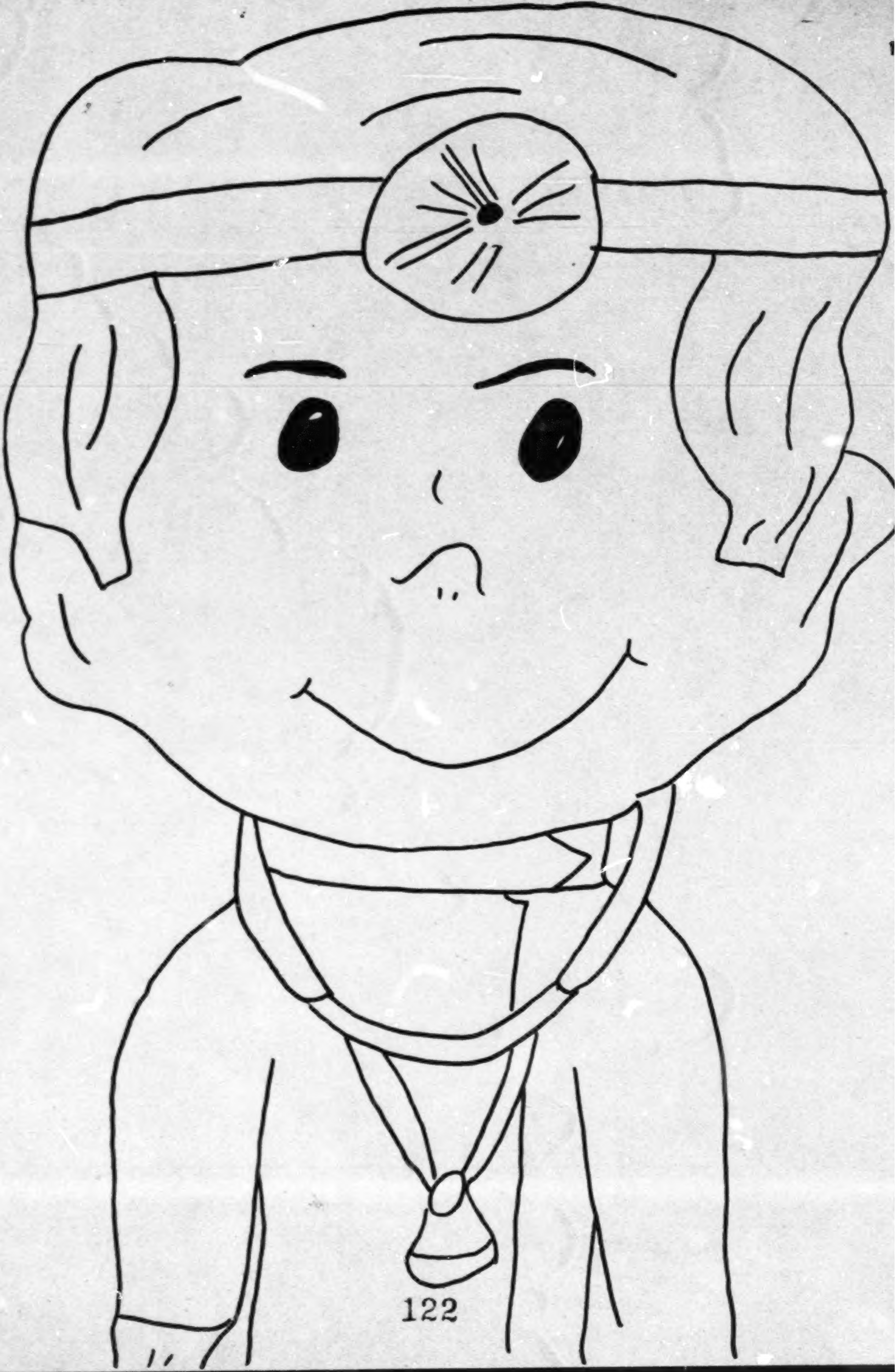
POLICEMAN:

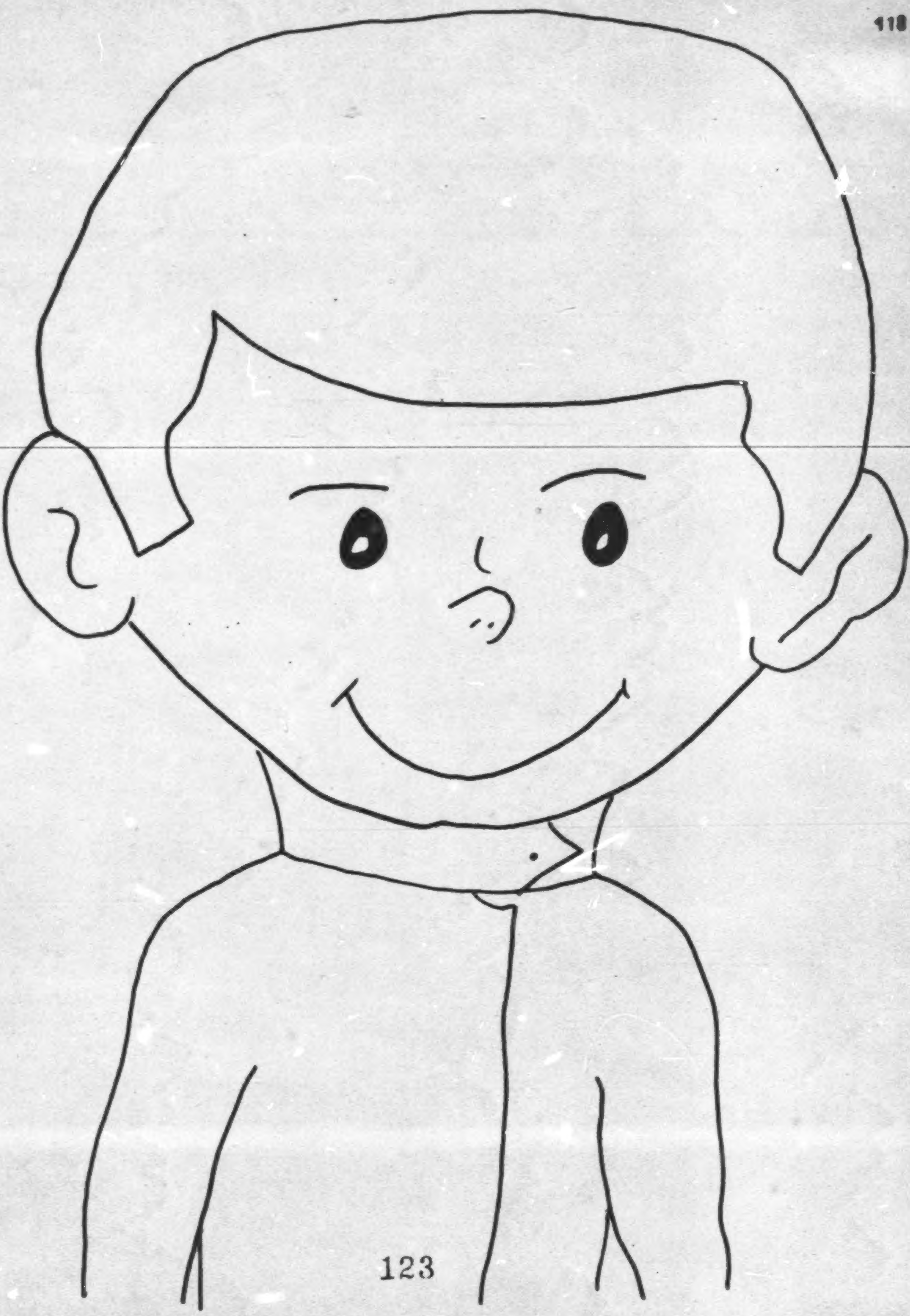
I am a policeman. I help make the city a safe place in which to live. If you travel with me and my squad, you might hear this: Stop! (hold up hand) Come on. (wave hand) O.K. lady, let's see your driver's license. You were traveling 50 miles per hour and the speed limit is 40. I'll have to give you a ticket. I really am your friend.

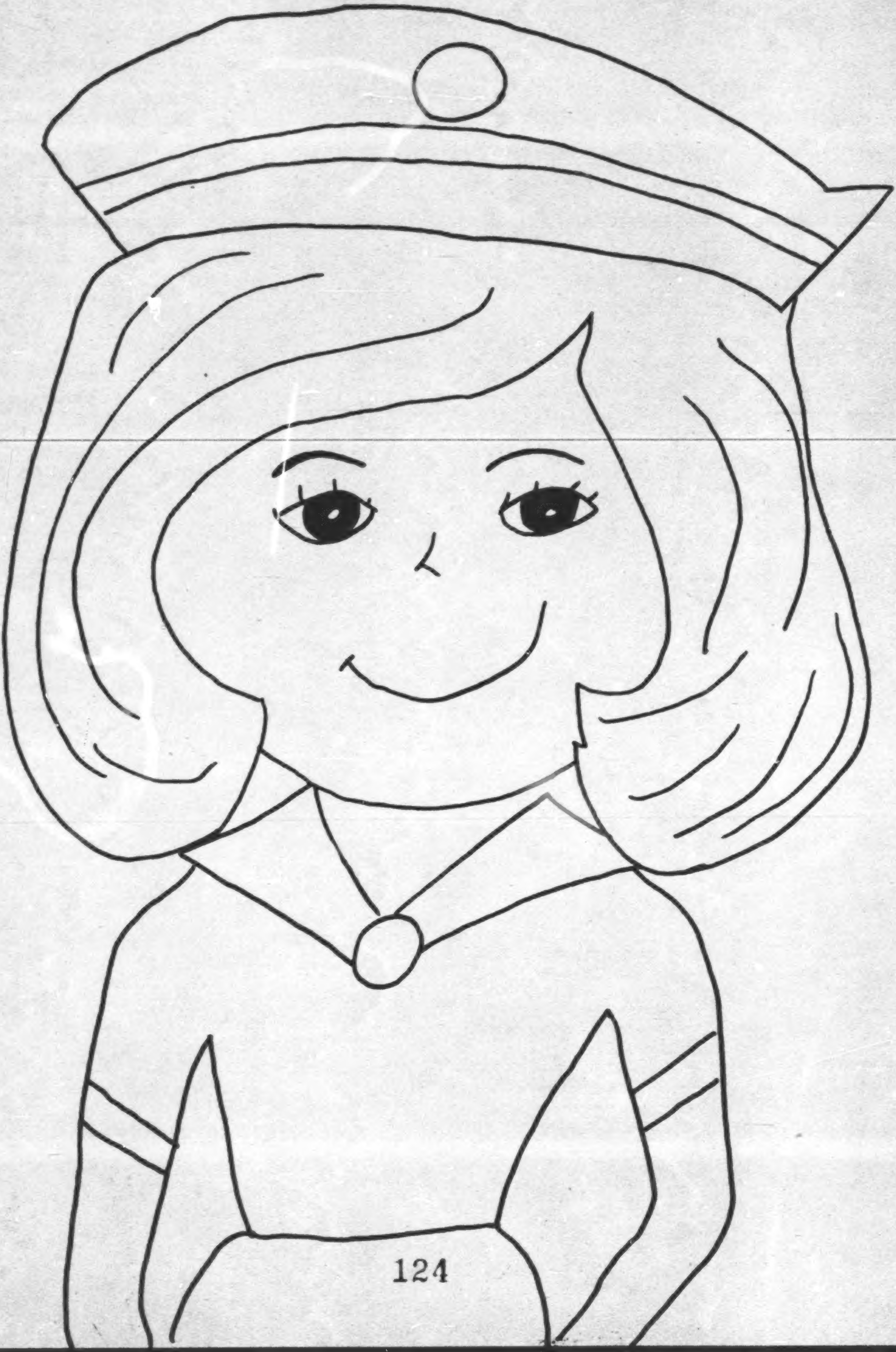
TEACHER:

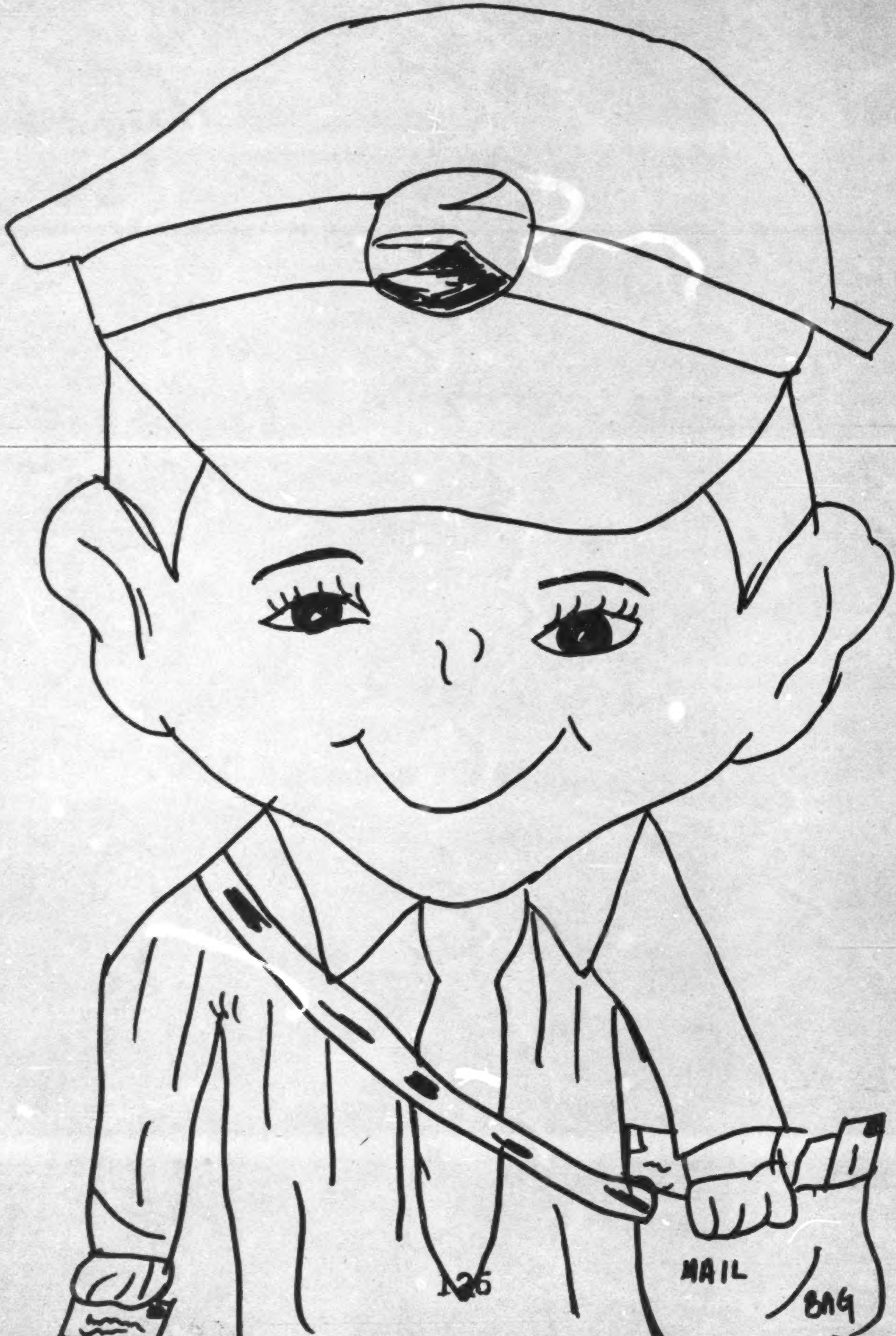
Good morning boys and girls. Let's get ready for language arts. What! You don't have a pencil? How can you do your work without a pencil? Billy, read page one. Very good, Billy. I am so proud of you.

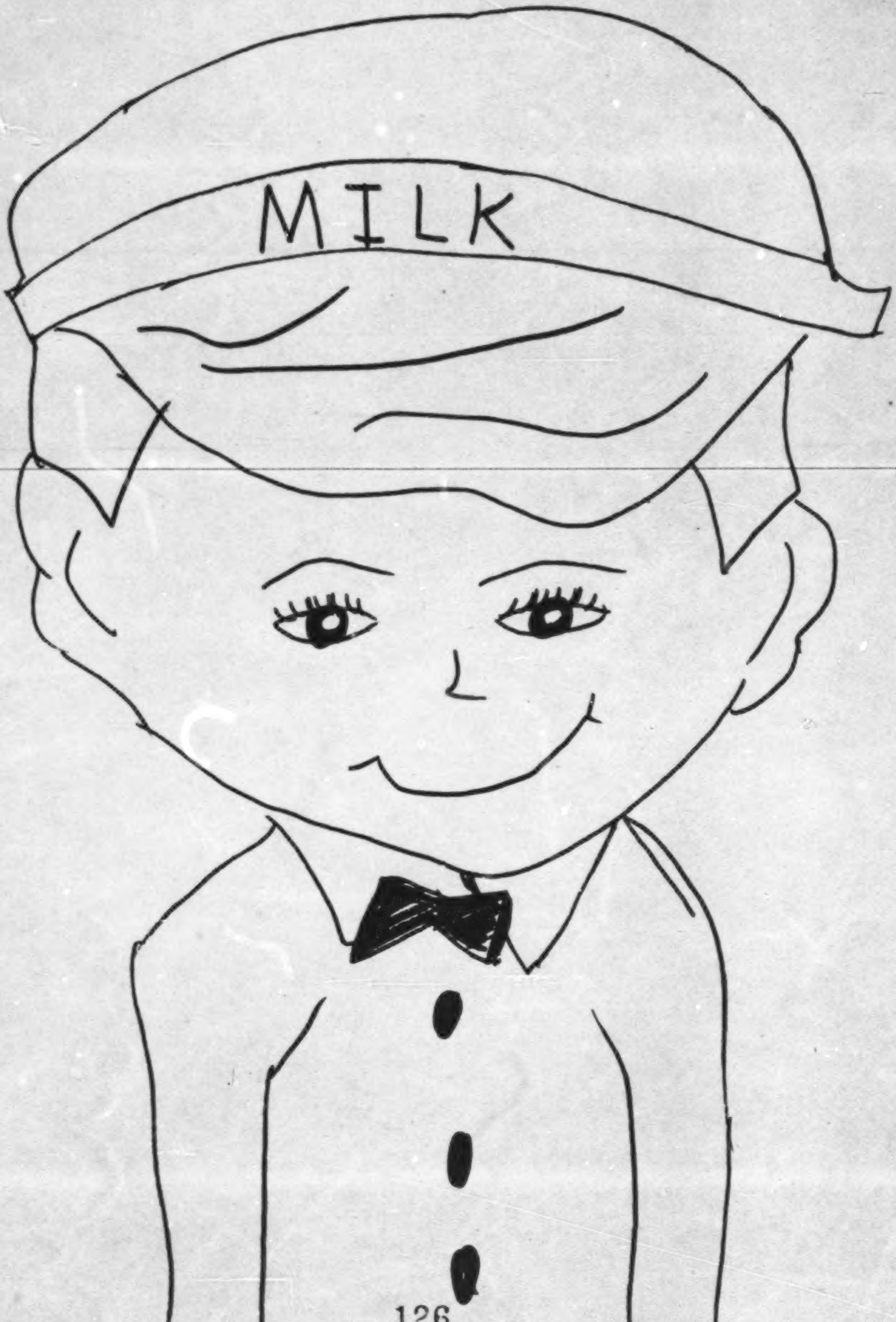
I am a teacher. I taught the doctor, the nurse, the mailman, the policeman, and the dentist. Wouldn't you like to be a teacher like me?

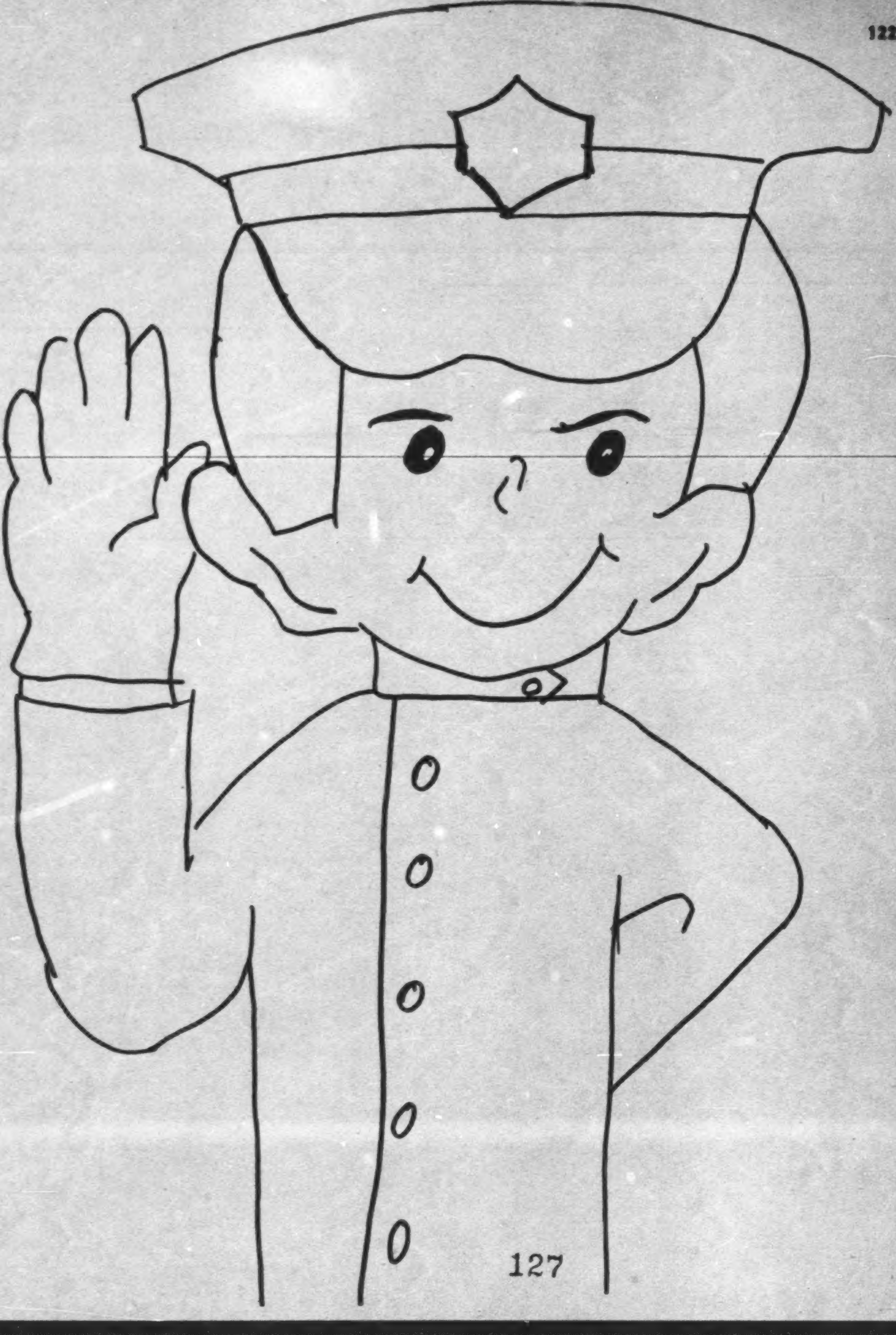


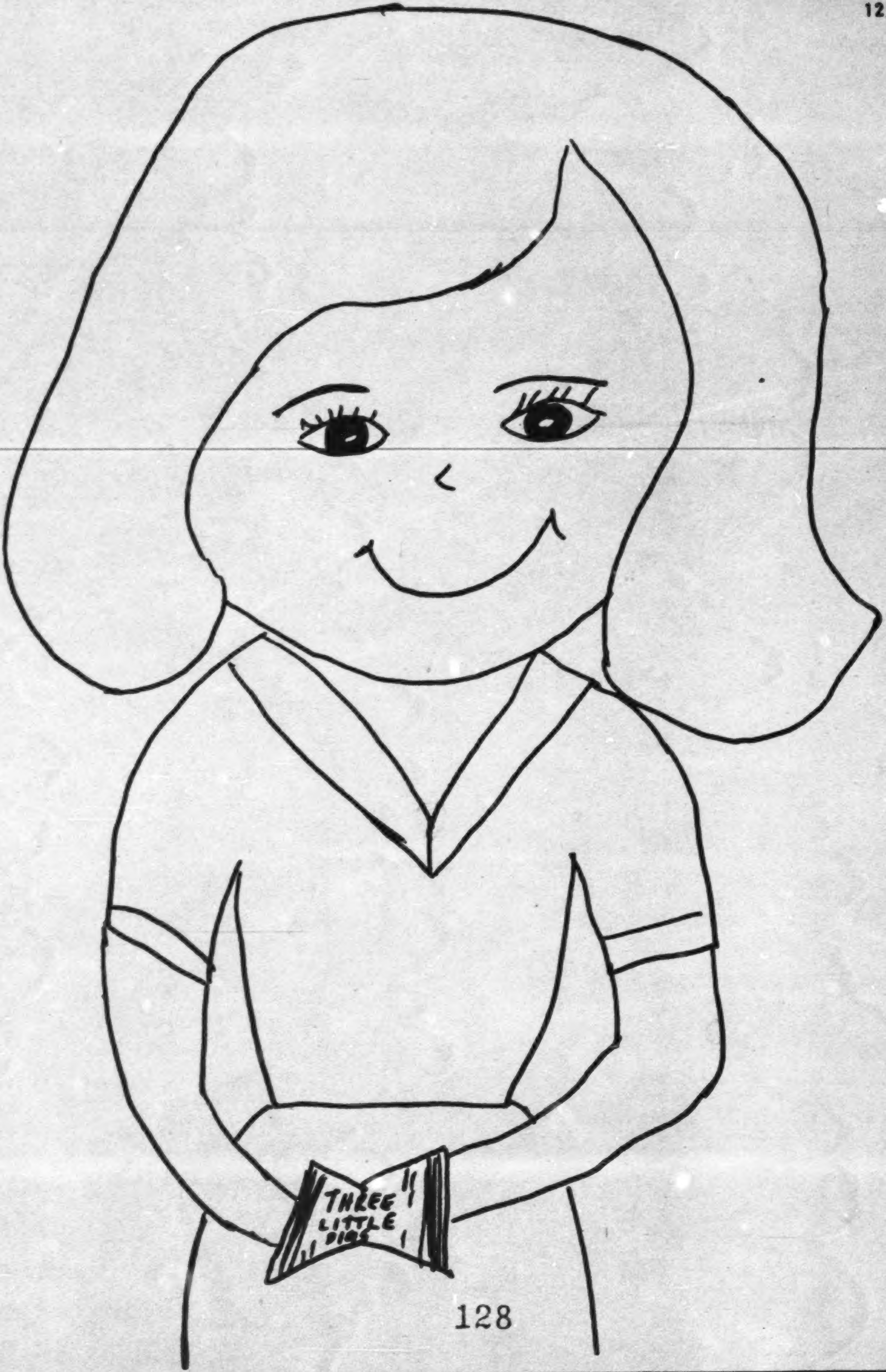




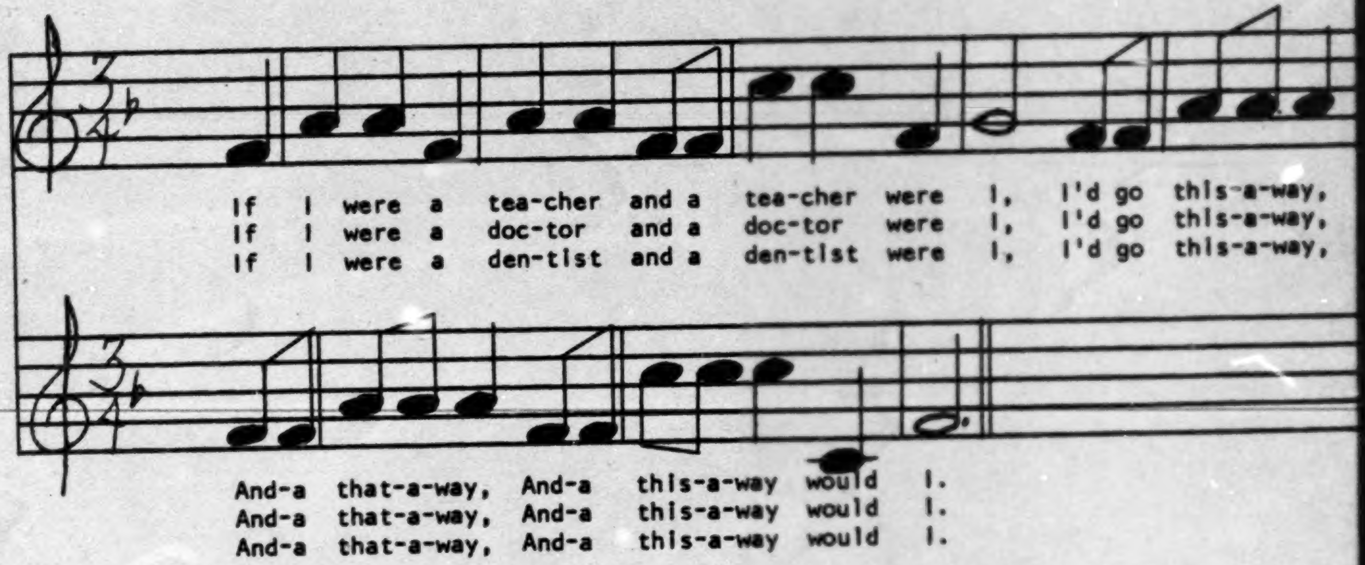

MAIL
BAG


MILK




THREE
LITTLE
PIGS

IF I WERE


If I were a tea-cher and a tea-cher were I, I'd go this-a-way,
If I were a doc-tor and a doc-tor were I, I'd go this-a-way,
If I were a den-tist and a den-tist were I, I'd go this-a-way,
And-a that-a-way, And-a this-a-way would I.
And-a that-a-way, And-a this-a-way would I.
And-a that-a-way, And-a this-a-way would I.

DENTAL HEALTH WORKERS AND THE LAW

Unit Developer: Nancy Billingsley.

Grade: 3-4

Subject Areas: Health, Language Arts, Social Studies, Art.

Goal: To increase the students' awareness of dental health concepts and dental health and legal careers.

Concept 1. Dental health workers have various jobs and contribute to society.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to list at least 2 dental health workers.	1.1 Teacher will present the Health Career Cluster to the class and introduce dental health occupations.	"Career Concepts and 15 Career Clusters"	Teacher will observe that students are participating in activities.
	1.2 Teacher will write vocabulary words on the board: dental laboratory dental technician dentist laboratory technician dental hygienist	Blackboard, chalk	
	1.3 Teacher will read to the class pp. 13-15 in Popeye the Sailor and Health Careers.	Popeye Comic Books: Health Careers, King Features	
	1.4 Students will work in groups to write work briefs for each occupation; teacher will make copies of briefs for each class member.	Paper, pencils (sample brief appears at end of unit)	

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.5 Teacher will arrange for field trip to local dentist's office.	Field trip	Teacher will observe that students are participating in activities.
	1.6 Teacher will arrange for as many dental health workers as possible to address the class.	Resource speakers	
	1.7 Each student will prepare two questions to ask a speaker during his visit.	Paper, pencils	
	1.8 Students will list as many dental health workers as possible and write a job description for each.		2 workers listed = 2 points each Each additional dental worker listed = 2 points each

Concept 2. Courts and corrections workers contribute to society.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to list at least 2 courts and corrections workers.	1.1 Teacher will present the Public Service Cluster of occupations and introduce courts and corrections workers.	"Career Concepts and 15 Career Clusters"	Teacher will observe that students are participating in activities.

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1:2 Teacher will put vocabulary words on the board and list occupations for each: judicial service workers legal service workers court service workers	Blackboard, chalk	
	1.3 Teacher will read appropriate pages in Popeye the Sailor and Public Service Careers to the class.	Popeye Comic Books, Public Service Careers, King Features	
	1.4 Students will work in small groups to make work briefs for each occupation; the teacher will make copies of each brief for each class member.	Paper, pencils, reference books	
	1.5 Students will do selected activities in Cities, Unit 9, "The Problem of Crime."	Cities, SRA	
	1.6 Teacher will arrange for field trip to court house.	Field trip to court house	
	1.7 Teacher will arrange for as many courts and corrections workers as possible to address the class.	Resource speakers	

Concept 2. (Continued)

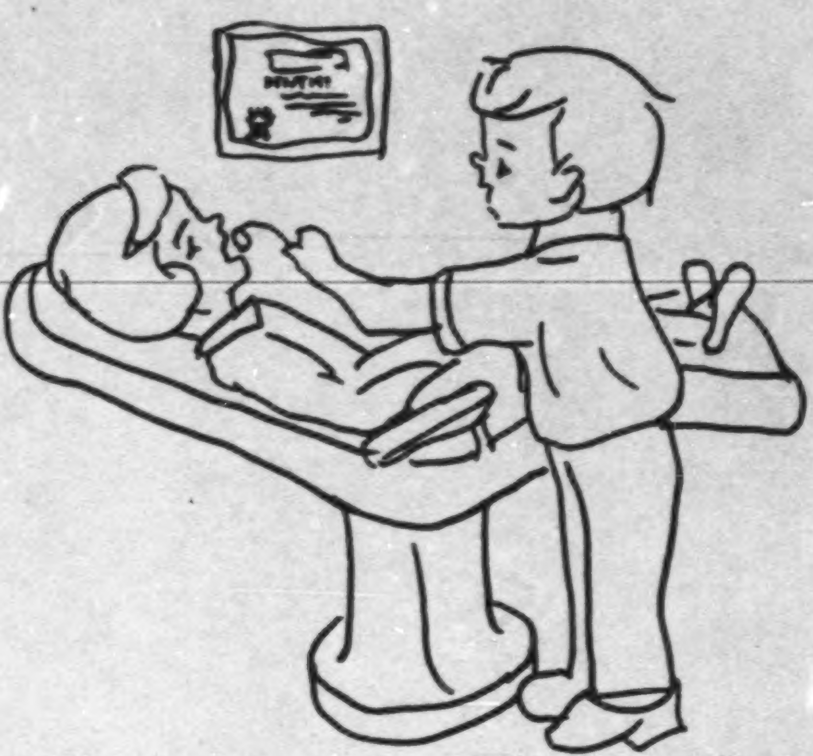
OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	1.8 Each student will prepare 2 questions to ask a speaker during his visit.	Paper, pencils	2 workers listed = 2 points each
	1.9 Each student will list as many courts and corrections workers as he can.		All additional workers listed = 2 points each

Concept 3. Careers are interrelated.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. All students will participate in the play, "The Toothache Mystery."	1.1 Students will chosen for parts in the play.	"The Toothache Mystery" (attached to end of unit)	
	1.2 Students will practice parts.		
	1.3 Students will design costumes and collect props for the play.	Old clothes, paper bags, paint, props	
	1.4 Teacher will videotape the play; students will discuss improvements needed after viewing the videotape.		
	1.5 Students will design programs for the play; teacher will make copies.		
	1.6 Students will present play to other classes.		Participation in play = 25 points
	1.7 Students will present play to parents.		Additional points may be given for excellence of performance.

CLUSTER Health

OCCUPATION Dentist



Prepared by:

SCHOOL ____________________

TEACHER ____________________

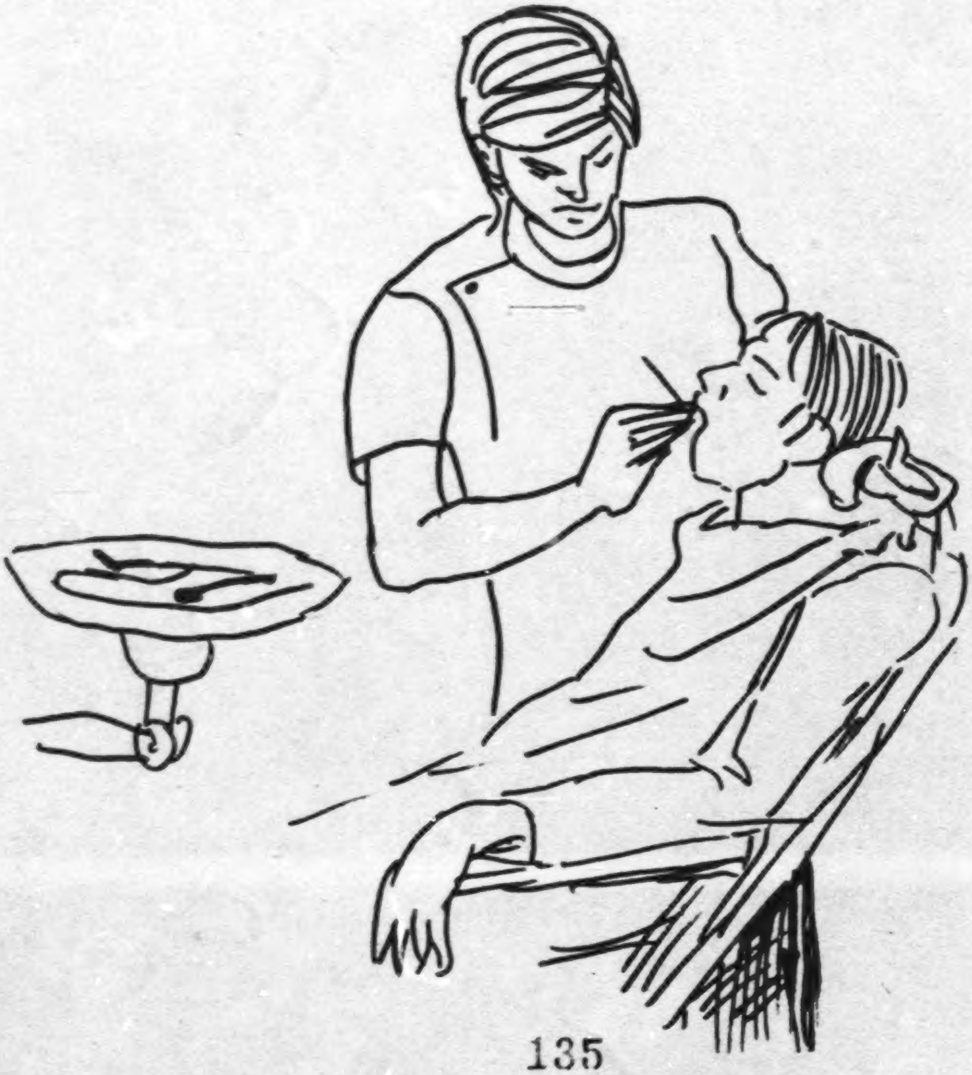
STUDENT ____________________

(Thomas L. Miller, Career Awareness, Motivation - A Handbook for Implementation in the Elementary School. Baton Rouge: East Baton Rouge Parish School System, 1973. p. 35.)

CLUSTER Health

OCCUPATION Dentist

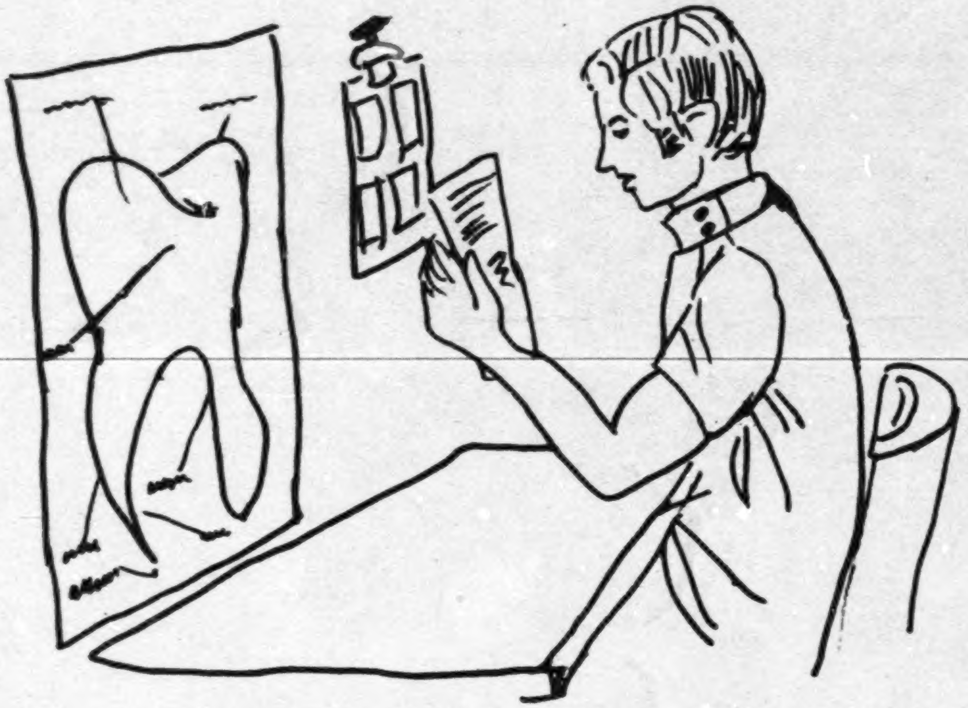
Dentist check teeth and gums. They clean teeth and take x-rays. Dentists fill cavities. Dentists can pull teeth. They can make artificial teeth. Dentists can also straighten crooked teeth. Dentists can also clean teeth. A dentist works in his office. He has a special chair with many instruments at his fingertips. He usually wears a white lab coat when he is working. A dentist can teach and do research also. Both boys and girls can be dentists.



To do this work you should like to:

Work with your hands

Be patient



A dentist must be able to:

Be on his feet for long periods of time

Do delicate work with his hands

Go to dental college after high school

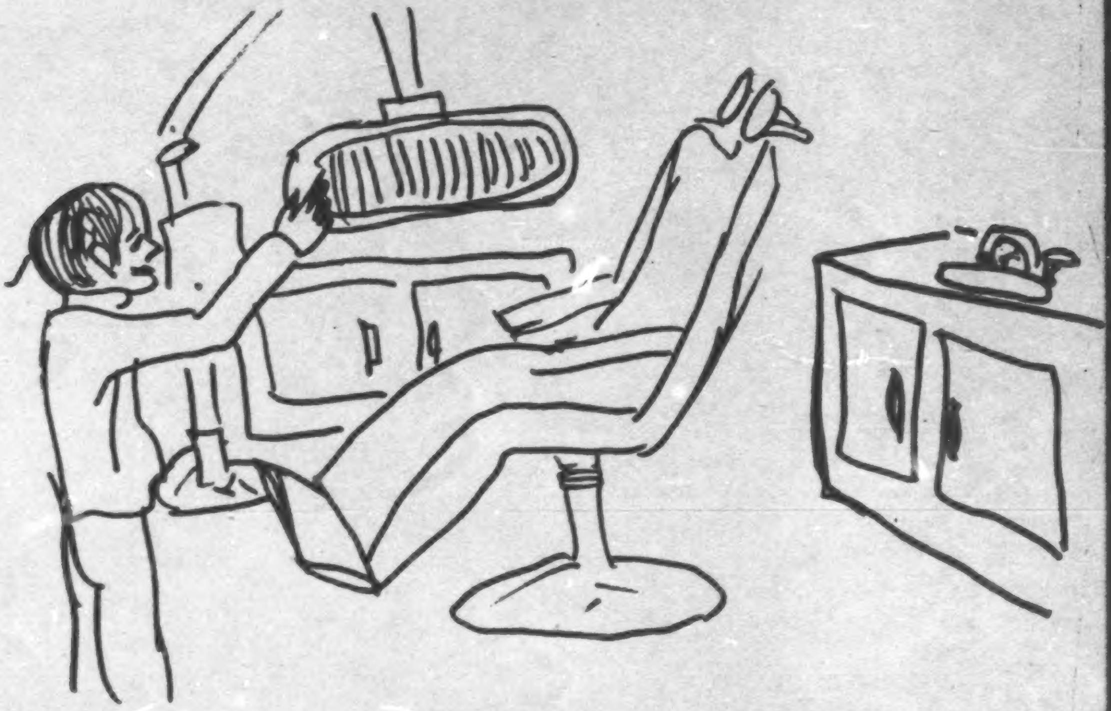
DENTAL SCHOOL

How can you learn more about this job?

Talk to a dentist

Read books and magazines in your library

Visit a dentists' office or a dental laboratory



What can you do now if you want to find out if you might like to be a dentist?

Learn about the foods that are necessary to build good strong teeth

Learn and use the correct way to brush your teeth

Work with your hands

THE TOOTHACHE MYSTERY

THE TRIAL OF THE DENTAL HEALTH SIX

A One-Act Play
To Be Performed By Pupils*
As A Part Of
Dental Health Education

*Third or Fourth Grade Suggested

ABOUT THE PLAY

This dental health play was developed in response to suggestions from third grade teachers and dental health professionals who indicated that such an activity would be 1) fun and educational for pupils and 2) one of the best ways to expose parents to the dental health program of the school.

The play is one of a number of educational aids made available to selected schools by the Crest Professional Services Division of The Procter & Gamble Company. The broad objective of the program is to provide aids to teachers which will enable them to help children build good dental health habits which will last a lifetime.

Two third grade teachers who are members of the Advisory Council to the Crest School Program gave invaluable help in developing and trying out the play with their classes. They are Mrs. Jacqueline Bryant of the May Howard School in Savannah, Georgia and Miss Bonnie Karns of the Jennie E. Smith School in Newark, Delaware. We are indebted to these two teachers, to their pupils and to the dental hygienists in these schools. The experiences and recommendations resulting from the "trial runs" are reflected in the script itself as well as in the suggestions for putting on the play.

OBJECTIVES FOR PARTICIPATING PUPILS

. Increased understanding of the interlocking factors which play a part in good dental health (toothbrushing, fluorides, dental checkups, diet)

. Greater willingness to accept personal responsibility for the daily care of one's teeth

. Increased understanding of the long-range benefits of practicing good dental habits as children

. Recognition of the vital importance of dental checkups; viewing the dentist as a friend and helper

PLUS ... Aside from the dental health education objectives, pupils gain skills involved in memorizing lines and speaking clearly, develop more poise and grace in movement and, in general, gain from the exercise in self-expression and cooperation in a team effort.

DESIRABLE OUTCOMES FOR AUDIENCE

. For parents who view the play, a renewed personal commitment to fulfill their essential role in encouraging better dental health practices among their children and in checking up on their own dental health habits

. For anyone in the audience, a review and personal application of today's basic dental health philosophy -- which has implications for all who wish to keep their teeth for a lifetime

PRODUCTION HINTS

. Complete scripts could be handled (on stage) by the Judge and the two Attorneys if this seems desirable, since these characters would normally have "papers" and folders with them in court. Also, the Judge might serve as a "prompter" to other characters, if needed.

. Either an auditorium (with a stage) or a large classroom may be used to present the play. The play has been produced successfully in both situations. Where a classroom was converted, a screen was set up for pupils to stand behind until time for their appearance.

. Pupils will need practice in projecting their voices and in pausing for laughter where appropriate. One of the teachers found it helpful to us a tape recorder for rehearsals, so pupils could listen to and evaluate their performances. A person skilled in dramatics might be invited to come and give special hints to the children.

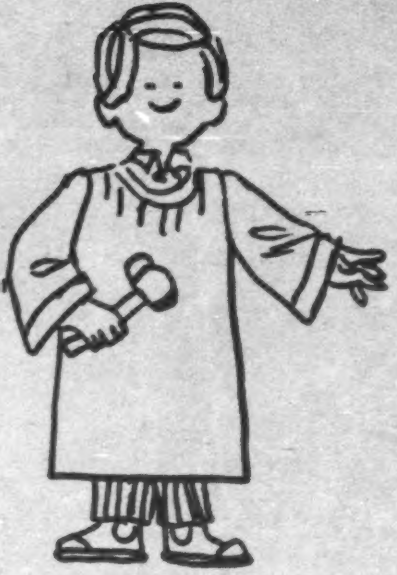
"BEFORE" AND "AFTER" TIPS

. BEFORE the play is presented, it would be helpful to have a few words of welcome and explanation by a moderator (teacher, school nurse, dental hygienist, or pupil). The moderator should explain that the play represents a culmination of a Dental Health Program and review of the activities of the pupils. If the play is presented during National Children's Dental Health Week, this event (and its purpose) sh ould be commented upon as well.

. AFTER the play, it would be useful to have a dental health expert (dentist, dental hygienist, or nurse) on hand to review the key aspects of dental health and the responsibility each person must assume if he or she wishes to have healthy teeth for a lifetime. If there is a parent audience, it would be well to stress their important role in the dental health of children. They might be invited to ask questions of the expert. The end of the play might be a good time to distribute copies of the parent letter/pupil quiz which was designed to promote parent-pupil interaction.

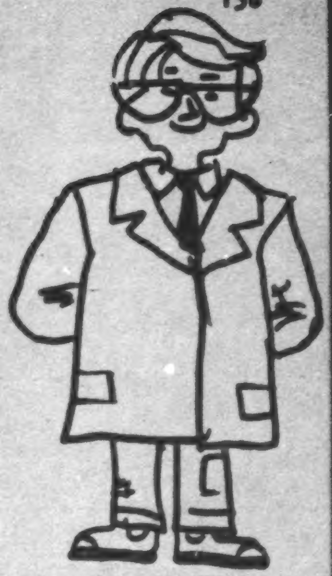
CHARACTERS

- Clerk of the Court
- Judge Wisdom
- Terry Teen-Ager
- Pete Good, the People's Protector
- Jerry Jason, Attorney for Terry Teen-Ager
- Prisoners (The Dental Health Six)
  - Dr. Smile, a Dentist
  - Miss Kindly, a School Nurse
  - Mrs. Worker, Terry's Mother
  - Tommy Toothpaste
  - Bobby Toothbrush
  - Candy Sweet
- Jurors
  - (Use all pupils not assigned to another part)



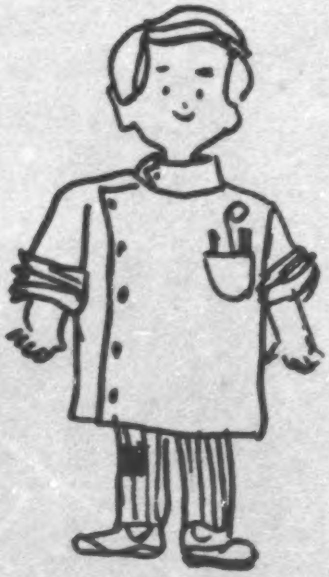
JUDGE

Should wear a black (or colored) robe with flowing sleeves; might be borrowed from local clergy or choir member; or a graduation gown could be used.



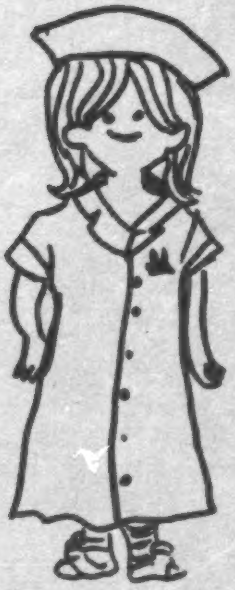
PETE GOOD

Could wear an adult jacket and tie (not essential); adultsize glasses (frames only)



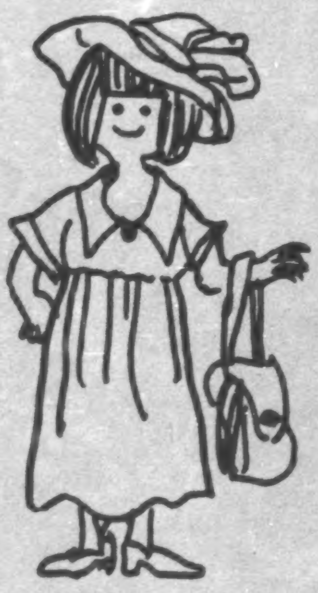
DENTIST

Should wear a dental coat (sleeves can be rolled up) or a man's shirt turned backward



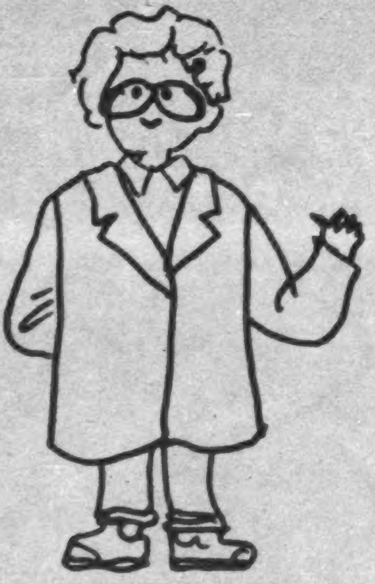
SCHOOL NURSE

Should wear a white uniform (can be too large) and a nurse's cap



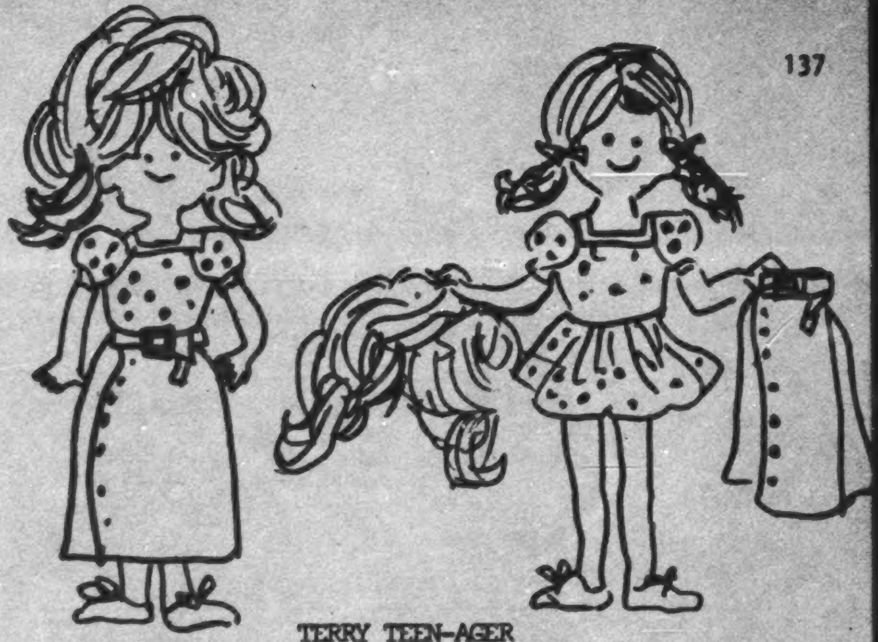
MOTHER

Should wear a mature-looking dress below knees (can be too large); hat; big purse; wig, if desired



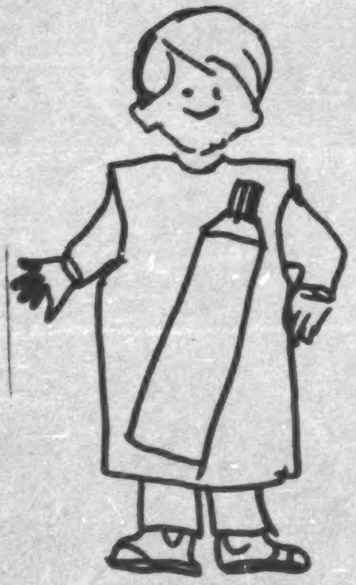
JERRY JASON

Could wear an adult jacket and tie (not essential); adult-size glasses (frames only)



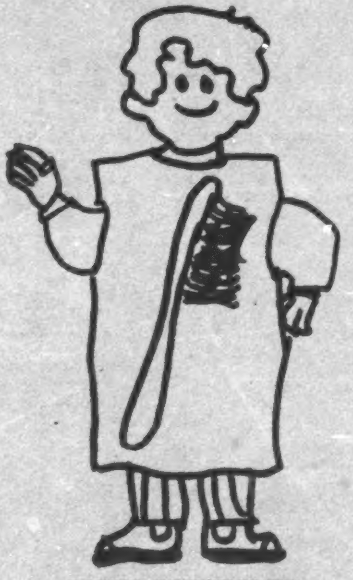
TERRY TEEN-AGER

Should wear a wig done in a mature style; a midi- or maxi-skirt should be worn over her own shorter skirt or dress (the long skirt and wig to be removed at the end of the play to transform her from a teen-ager back to a third grader)



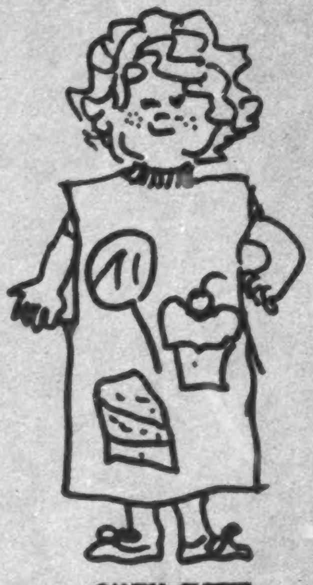
TOMMY TOOTHPASTE

Costume could be made from an old pillowcase-with holes cut for arms and neck, slit in center back part way and tied with string-and large tooth paste tube drawn on front or tube could be cut from cardboard and pinned on (Note: could also use an old sheet or muslin cut to pillowcase size)



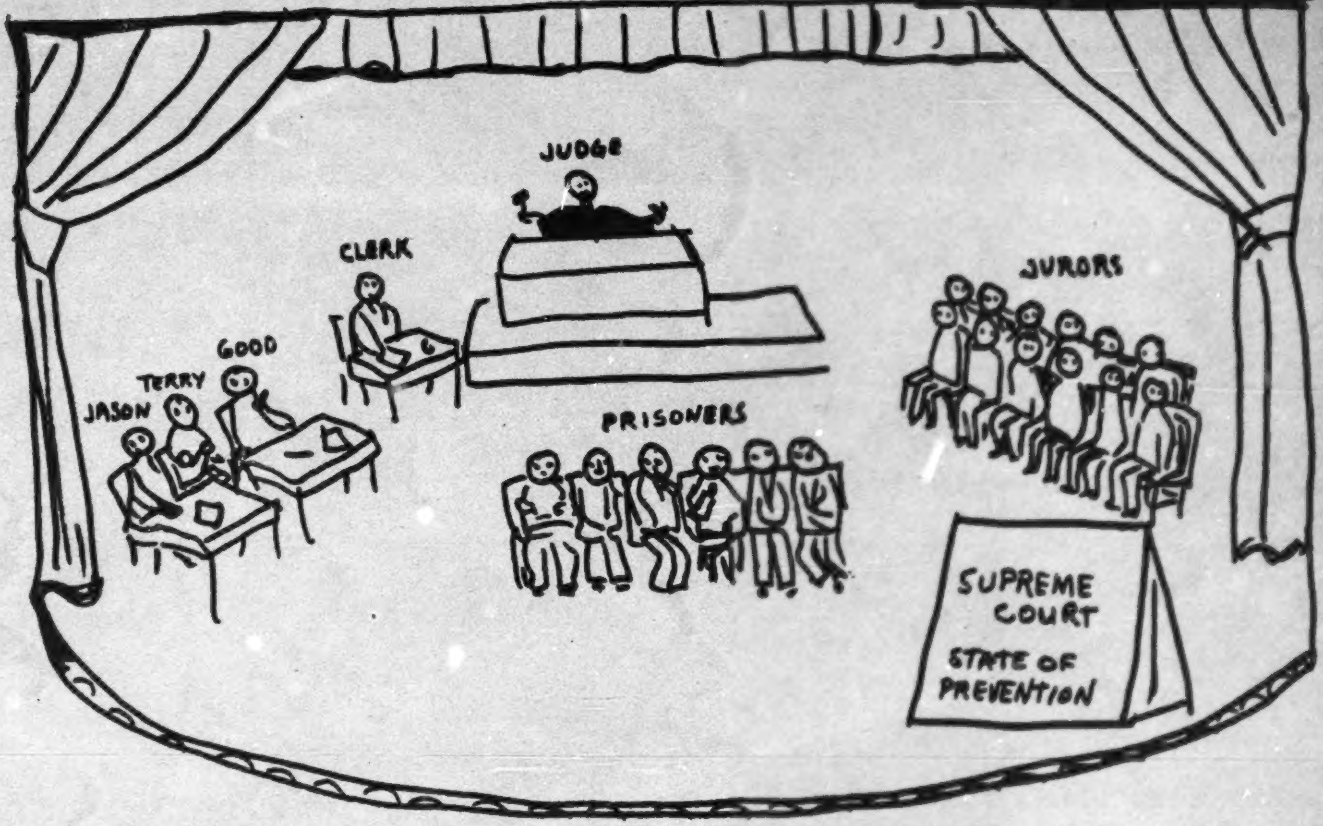
BOBBY TOOTHBRUSH

Costume could be made in same manner as the one described for Tommy Toothpaste, with a sketch of toothbrush substituted for the toothpaste



CANDY SWEET

Costume could be made in same manner as the one described for Tommy Toothpaste, with sketches of various kinds of sweet foods substituted for the toothpaste


JUDGE
CLERK
GOOD
TERRY
JASON
PRISONERS
JURORS
SUPREME COURT
STATE OF PREVENTION

THE SCENE: A COURTROOM

. A desk and chair for the Judge are arranged in the center back of stage (on a raised platform if possible)

. Chairs for the jury are arranged to the right of the Judge (slanted so jury members can look at the Judge or the audience)

. Chairs for the six prisoners are arranged partially in front of Judge's desk (but not to obscure him); or use low stools or nursery school chairs if desk can't be raised.

. Chair or high stool for Clerk of Court is to the left of the Judge

. Chairs (3) and small tables (2) for Pete Good, Jerry Jason, and Terry Teen-Ager are at front extreme left of stage

REQUIRED PROPS:

1. Sign for courtroom:

SUPREME COURT
STATE OF PREVENTION

2. Gavel for Judge
3. Pencil for Clerk
4. "A Healthy Tooth" poster
   (mounted on cardboard for easier handling)
5. Dental floss
6. Over-size illustration of ADA seal (which appears on toothpaste) (mounted on cardboard for easier handling)
7. Yarn or ribbon in a bright color (to connect prisoners)

OPTIONAL PROPS:

(For use in courtroom)

1. State and United States flags
2. Pictures (drawn by pupils) of U.S. Presidents
3. Sign: "Silence - Court in Session"
4. Sign for jury section: "Jury"
5. Sign" "On Trial Today: The Dental Health Six"
6. Any other "decorations" pupils think would be appropriate for a courtroom

THE TOOTHACHE MYSTERY

The Trial of the Dental Health Six

When the curtain opens, the Clerk, Jury, Pete Good, Jerry Jason and Terry Teen-Ager are in their places. The Judge enters and everyone rises. The Judge strikes the desk with his gavel.

JUDGE: I declare the Supreme Court of the State of Prevention now in session. (He sits down and the others follow suit; Judge turns and speaks to Clerk) Has the jury been sworn in?

CLERK: Yes, your Honor.

JUDGE: What is the first case?

CLERK: (Stands and reads in a loud, clear voice from a sheet of paper, pronouncing each word distinctly) Terry Teen-Ager ... versus ... the ... Dental Health Six. (Clerk sits down)

JUDGE: Who represents Terry Teen-Ager?

JASON: (Stands up) I do, your Honor.

JUDGE: Please state the charges.

JASON: My client charges that the Dental Health Six let her get a terrible toothache. (Jason sits down)

JUDGE: Who represents the Dental Health Six?

GOOD: (Stands up) I do, your Honor. (Good sits down)

JUDGE: Clerk, bring in the prisoners.

(Clerk leaves the stage and returns leading six prisoners; a bright yarn or ribbon loosely connects the prisoners at their wrists, in such a way as to be clearly visible to the audience; they stand in front of the six chairs)

CLERK: (Speaking to prisoners) Do you swear to tell the truth, the whole truth and nothing but the truth?

PRISONERS: (All speaking together) Yes sir!

CLERK: You may be seated. (Prisoners sit down; Clerk returns to his seat)

JUDGE: (Speaking to Jury) In this court, the Jury is permitted to ask questions of the prisoners. (Turns to Jason) Present your case, Mr. Jason.

JASON: (Gets up and walks over and stands in front of the Judge; looks toward Jury and audience) Your Honor, my client got a very bad toothache and, in the State of Prevention, that is against the law. She should have been protected. We charge that the prisoners conspired to let this bad thing happen to her.

GOOD: (Gets up from table) I object, your Honor.

JUDGE: On what grounds, Mr. Good?

GOOD: On the grounds that there has been no proof of a toothache.

JASON: I am coming to that, your Honor.

JUDGE: Objection overruled. Proceed, Mr. Jason.

JASON: (Looks toward Nurse) Miss Kindly, what do you do for a living?

NURSE: I am a School Nurse.

JASON: Will you tell the court what happened in your office at ten o'clock last Monday morning.

NURSE: Terry Teen-Ager came in crying. Her jaw was swollen. She said she had a bad toothache.

JASON: And what did you do?

NURSE: I told her to sit down and I looked in her mouth.

JASON: And what did you see?

NURSE: I saw a hole in her tooth, a cavity. And her gums were very red. I think they had been bleeding.

GOOD: (Jumps up and shouts) Objection, your Honor. The Nurse is just guessing. She doesn't know there was bleeding.

JUDGE: Objection sustained. (Looks toward Jury) You have a question for the Nurse?

JUROR: Yes, your Honor. I would like to ask the Nurse if she is supposed to help keep Terry and other school kids from getting toothaches.

NURSE: Yes, I am. And I did try.

JUROR: Would you tell us what you did.

NURSE: When Terry was in the third grade, I went to her class and the teacher and I showed her how to brush her teeth the right way.

JUROR: Is that all you did?

NURSE: No, I told her and the other pupils that they should do to the dentist at least two times a year, so he can check their teeth.

JUROR: Did Terry go to the dentist twice a year as you told her to?

NURSE: I don't think so.

GOOD: (Jumping up and shouting) Objection, your Honor. The Nurse is guessing again.

JUDGE: Objection sustained. Miss Kindly, please just say what you know. Not what you think.

NURSE: Sorry, your Honor.

JUROR: Did you tell Terry anything else besides about brushing her teeth and going to the dentist?

NURSE: Yes. I told her she was eating too much candy and sweet foods between meals.

JUROR: Did you tell her what to eat for snacks instead of sweets?

NURSE: Yes. I told her it would be better to eat an apple, or cheese and crackers or pretzels or something not sweet.

JUROR: Did she follow your advice?

NURSE: I don't know. I couldn't follow her around and watch her.

JASON: Now, I would like to turn to the next prisoner. Dr. Smile, what is your work?

DENTIST: I am a dentist.

JASON: And when did you last see Terry Teen-Ager?

DENTIST: Last Monday when she had the toothache.

JUROR: I would like to ask the dentist if he is supposed to help keep kids from getting toothaches?

DENTIST: Yes, I am.

JASON: Then you have failed at your job. You are guilty, aren't you?

GOOD: (Jumps up and shouts) Objection, your Honor.

JUDGE: On what grounds do you object?

GOOD: The dentist is being convicted without telling his side of the story.

JUDGE: Objection sustained. Dr. Smile, tell us why Terry got a toothache.

DENTIST: Your Honor, a dentist cannot prevent a toothache or *any* kind of dental health trouble if a person does not come in for a checkup.

JUROR: How often does a person need to have a checkup?

DENTIST: At least six months, like Miss Kindly said.

JUROR: Why so often?

DENTIST: One reason I check up is to see if there is a tiny cavity. Then I could do something to stop it from getting big and painful like the one Terry has.

JUROR: When was the last time Terry came for a checkup?

DENTIST: Three years ago.

JUROR: Is that all you do -- see if the person has a cavity?

DENTIST: No, I do other things besides that. If they are young, I put fluoride on their teeth.

JUROR: Why do you do that?

DENTIST: (Turns to Judge) Your honor, may I ask my lawyer to bring something which will help me answer that question?

JUDGE: Yes, you may.

(Good brings the Dentist the "Healthy Tooth" poster)

DENTIST: (Holds the poster so Jury and audience can see it; he points to the enamel section of the tooth) You see this part of the tooth? Fluoride helps make it stronger and that helps prevent cavities.

JUDGE: Thank you, Dr. Smile. Give the chart to the Clerk and he will mark it Exhibit A. (Clerk takes chart, marks an "A" on the back and lays it on the Judge's desk)

JUROR: Did you put fluoride on Terry's teeth?

DENTIST: Not for the last three years. I couldn't because she didn't come to see me.

JUROR: Is that all you do for children's teeth -- just check for cavities and put fluoride on them?

DENTIST: Oh no. I clean off the hard material that can form on their teeth -- if they do not clean their teeth thoroughly and regularly.

JUROR: Why do you do that?

DENTIST: Because if I don't, it makes their gums get sore and bleed and some day they might get bad dental disease.

JUROR: But couldn't a person get rid of it himself by brushing his teeth?

DENTIST: No, it is very stubborn. It won't all come off with a toothbrush. I have special instruments.

JUROR: Do you do anything else for children?

DENTIST: Yes. I check to see if their teeth are growing in right. (Pulls dental floss from his pocket and holds it up, pulling some of the floss from the container) Also, as children get older, I show them how to use dental floss.

JUROR: Why do you do that?

DENTIST: Because together, brushing and flossing help them keep their teeth clean.

JUDGE: Clerk, please take the floss and mark it Exhibit B.

(Clerk takes floss, marks it and puts it on Judge's desk)

JASON: Your Honor, I would like to move on to the next prisoner, Mrs. Worker, the mother of Terry Teen-Ager.

MOTHER: (Looks around at Judge) I am innocent, your Honor.

JASON: How can you say you are innocent when you let your daughter get a toothache?

MOTHER: I work very hard. I am very busy. I have other children to look after who are younger than Terry.

JASON: But couldn't you make Terry brush her teeth?

GOOD: (Jumps up and shouts) Objection, your Honor. A teen-ager should not have to be told by her mother to brush her teeth.

JUDGE: I agree.

GOOD: And your Honor, I believe a teen-ager is old enough to remind her mother when it is time for a dental checkup.

JASON: But what about her eating habits? She's guilty about that!

GOOD: Objection, your Honor. Nobody can control how a teen-ager eats these days. I don't care how hard you try!

JUDGE: I agree again, Mr. Good. Proceed with the other prisoners, Mr. Jason.

JASON: Candy, did you help Terry get the cavity that caused her toothache?

CANDY: Can I help it if I'm so sweet nobody can leave me alone?

JASON: So you admit you are guilty?

GOOD: (Jumps up and shouts) I object, your Honor. Mr. Jason is trying to make Candy guilty without hearing her side of the story.

JUDGE: Objection sustained. Let's hear your story, Candy.

CANDY: Well, if Terry would leave me alone except at mealtime, I wouldn't be around as often to do her harm.

JUROR: Why do you say that?

CANDY: (Looks up at Judge) Could I borrow Exhibit A, your Honor?

JUDGE: Yes, you may.

(Clerk hands Candy the chart; she points to the section on tooth decay)

CANDY: Here you see the acid at work causing tooth decay.

JUROR: Where does the acid come from?

CANDY: Acid is made from bacteria and sugar.

JUROR: Where do the bacteria come from?

CANDY: Bacteria are in the mouth all the time.

JUROR: Are bacteria bad?

CANDY: No. Bacteria only cause trouble when sugar is present. They they go to work and make acids.

JUROR: Does that mean that if Terry nibbles on candy or sweet foods all day, acit is at work all day?

CANDY: That's right. It's busy making cavities ... and they get bigger ... and bigger ... and bigger.

JASON: Your Honor, I'd like to question another prisoner.

JUDGE: Proceed, Mr. Jason.

JASON: Bo[illegible]othbrush, what is your job in dental health?

TOOTHBRUSH: I help get teeth clean.

JASON: And did you do your job with Terry?

TOOTHBRUSH: I did when she gave me a chance. But lately she didn't give me a chance.

JUROR: Please explain that.

TOOTHBRUSH: She would go for days without ever putting me in her mouth.

JUROR: But when she did put you in her mouth, did you do your job?

TOOTHBRUSH: No, because she wouldn't use me in the way the Nurse and teacher told her to when she was in the third grade.

JASON: And what about you, Tommy Toothpaste? What is your job in dental health?

TOOTHPASTE: I have two jobs.

JASON: Would you tell us what those two jobs are?

TOOTHPASTE: First, I am supposed to help Bobby Toothbrush do his job. You know, cleaning teeth.

JASON: And what is the second job?

TOOTHPASTE: If Terry and other kids choose a toothpaste with fluoride, we help prevent cavities.

JUROR: How can a person know which is the right kind? There is a lot of toothpaste in the stores.

TOOTH-PASTE: (Looks at Judge) Your Honor, may I ask my lawyer to bring something?

JUDGE: Yes, of course.

(Good brings Toothpaste an enlarged illustration of the American Dental Association seal)

TOOTH-PASTE: (Holding up seal) It is very easy to choose the right toothpaste. Just look for this seal on the tube. It's from the American Dental Association.

JUDGE: Clerk, please mark the seal Exhibit C. (Clerk takes seal, marks "C" on back and puts it on Judge's desk)

JASON: So, Tommy Toothpaste, you haven't been doing either of your jobs on Terry, have you? Not cleaning. Not protecting.

TOOTH-PASTE: Well, I don't see how I can do my work if a person doesn't put me in her mouth.

JASON: I see. (He looks at the Judge) Your Honor, that is all of my case. (He walks back to table and sits down)

JUDGE: (Looks at Jury) Members of the Jury, you have heard the evidence. How do you find the prisoners?

JURY: (All speaking together in a loud voice) NOT GUILTY!

JUDGE: I would like to thank the Jury. (He looks at Terry Teen-ager) Terry, please come here. (Terry walks over to Judge) You have heard what the Jury said?

TERRY: Yes, your Honor.

JUDGE: They seem to think the six prisoners are not the cause of your toothache. Do you agree?

TERR: I guess so, your Honor.

JUDGE: Who do you think is the cause?

TERRY: I guess I am.

JUDGE: Why did you let yourself get a toothache?

TERRY: I guess I forgot to brush my teeth and go to the dentist and do the other things I learned in the third grade.

JUDGE: Then you don't blame the Dental Health Six anymore?

TERRY: No sir. It was really my fault.

JUDGE: All right. First, I want you to go and free the prisoners. (Terry goes over and removes the yarn which connects the prisoners and puts it on the Judge's desk)

TERRY: Here it is, your Honor.

JUDGE: Thank you. How old are you, Terry?

TERRY: Eighteen, your Honor.

JUDGE: I am going to give you a 10-year suspended sentence. Do you know what a suspended sentence is?

TERRY: No, your Honor.

JUDGE: It means I am going to take 10 years away from your life.

TERRY: I don't understand what you mean.

JUDGE: When you leave this court you will be eight years old again.

TERRY: Oh no!

JUDGE: Yes. You will have a second chance to follow the dental health rules you learned in the third grade. Do you understand now?

TERRY: Yes, your Honor.

JUDGE: Clerk, carry out the sentence.
(Clerk comes to Terry; pulls off her wig and unfastens the long skirt she was wearing over her dress. She faces the audience)

GOOD: (Cups his hands around his mouth and speaks in a loud voice to the audience) It seems that the famous Jerry Jason has finally lost a case!

JUDGE: (In loud voice to audience) I declare this court adjourned! (Bangs desk with gavel)

- curtain -

Curtain opens and cast lines up at the center front of the stage, holding hands and bowing.

APPENDIX

The fifteen occupational clusters and puzzles for each cluster are included in the following pages. The puzzles include job titles, articles used in the jobs, and terminology associated with the careers. Following the fifteen puzzles on career clusters are four additional puzzles on occupations in mixed clusters. After completing the four final puzzles, students may wish to guess in which cluster each occupation belongs. Words may be found up and down, diagonally, or backwards in each puzzle. Students are to circle words on the puzzle as they find them and scratch out the words on the list. All puzzles were developed by Mrs. Carolyn St. Amant, Counselor, New Sarpy.

FIFTEEN OCCUPATIONAL CLUSTERS

JOB CLUSTERS

I. Construction Occupations Cluster

- A. Asbestos and Insulating Workers
- B. Bricklayers
- C. Carpenters
- D. Electricians
- E. Cement Masons (cement and concrete finishers)
- F. Marble Setters, Tile Setters, and Terrazzo Workers
- G. Operating Engineers (construction machinery operators)
- H. Painters and Paperhangers
- I. Plasterers
- J. Plumbers and Pipefitters
- K. Roofers
- L. Structural, Ornamental, and Reinforcing-Iron Workers

II. Manufacturing Occupations Cluster

- A. Aircraft, Missile, and Spacecraft Manufacturing
- B. Aluminum Industry
- C. Baking Industry
- D. Electronics Manufacturing
- E. Industrial Chemical Industry
- F. Paper and Allied Products Industries
- G. Petroleum Refining

III. Transportation Occupations Cluster

- A. Civil Aviation
- B. Merchant Marine Occupation
- C. Railroads
- D. Trucking Industry

IV. Agri-Business and Natural Resources Occupations Cluster

- A. Conservation
- B. Ecology
- C. Electric Power Industry
- D. Farming, Dairying
- E. Forestry
- F. Machinery (farm equipment)
- G. Mining
- H. Natural Gas
- I. Petroleum

V. Marine Science Occupations Cluster

  A. Fisheries Development
  B. Forecasting Weather
  C. National Defense
  D. Plant and Animal Life

VI. Environmental Occupations Cluster

  A. Conservation
  B. Ecology

VII. Business and Office Occupations Cluster

  A. Accounting
  B. Advertising Workers
  C. Business Law
  D. Marketing Research
  E. Office Workers
  F. Personnel Workers
  G. Public Relations Workers

VIII. Marketing and Distribution Occupations Cluster

  A. Marketing Research
  B. Wholesale and Retail Distribution
  C. Trade

IX. Communications and Media Occupations Cluster

  A. Newspapers (printing and writing)
  B. Radio
  C. Technology
  D. Television

X. Hospitality and Recreation Occupations Cluster

  A. Camps
  B. Hospitals
  C. Indoor Recreation Centers
  D. Industry
  E. Playgrounds

XI. Personal Service Occupations Cluster

  A. Barbers
  B. Building Custodians
  C. Cooks and Chefs
  D. Cosmetologists
  E. Firefighters
  F. Guards and Watchmen
  G. Hospital Attendants
  H. Models
  I. Police Officers
  J. Private Household Workers
  K, Social Services Workers

XII. Public Services Occupations Cluster

- A. Civil Service Employees
- B. Librarians
- C. Nutritionists
- D. Public Health Nurses
- E. Public Relations Workers
- F. Public Utilities
- G. Sanitarians

XIII. Health Occupations Cluster

- A. Chiropractor
- B. Dental Hygienist
- C. Dentists
- D. Dietician
- E. Hospital Administrator
- F. Medical Technologists
- G. Nurses
- H. Optometrist
- I. Osteopathic Physician
- J. Pharmacists
- K. Physicians
- L. Veterinarian
- M. X-Ray Technician

XIV. Consumer and Homemaking Occupations Cluster

- A. Cooperative Extension Service
- B. Communications
- C. Department Stores
- D. Federal Government (U.S. Department of Agriculture)
- E. Financial Institutions
- F. Food Manufacturers
- G. Private Business
- H. Research
- I. Social Welfare
- J. Teacher

XV. Fine Arts and Humanities Occupations Cluster

- A. Commercial Artists
- B. Industrial Designers
- C. Interior Designers and Decorators
- D. Performing Artists
- E. Social Scientists
- F. Teaching

PUZZLES

AGRI-BUSINESS AND NATURAL RESOURCES

C	O	N	T	R	A	C	T	B	R	E	E	D	I	N	G
U	H	L	V	T	S	L	A	R	E	N	I	M	E	E	A
L	G	A	M	A	R	K	E	T	O	O	R	X	O	V	M
T	N	Z	R	E	F	I	N	I	N	G	C	P	G	A	E
I	I	T	T	V	Q	V	T	Z	E	A	H	N	R	G	P
V	T	C	R	P	E	C	R	F	V	Y	I	K	R	R	R
A	L	A	N	T	A	S	I	A	S	L	E	A	L	O	E
T	E	R	P	R	M	L	T	I	L	T	D	N	C	W	S
I	M	T	T	L	D	E	C	I	I	I	V	Z	I	T	E
N	S	X	P	L	Z	A	M	N	N	R	T	Q	H	H	R
G	E	E	I	Q	L	R	G	G	N	G	G	D	P	T	V
N	O	W	G	N	I	G	G	O	L	N	S	O	A	N	E
G	G	E	C	N	A	N	I	F	I	T	R	O	R	E	S
N	N	W	E	T	A	T	S	L	V	U	E	W	G	M	L
I	I	A	L	O	C	A	L	A	N	D	B	P	O	E	A
T	S	F	E	E	D	I	N	G	S	O	I	L	M	G	R
N	I	B	T	C	R	E	B	M	I	T	F	U	S	A	E
A	A	O	D	D	R	G	N	I	P	M	U	P	I	N	D
L	R	E	C	R	E	A	T	I	O	N	X	V	E	A	E
P	R	O	P	A	G	A	T	I	O	N	T	R	S	M	F

PROPAGATION
PROTECTION
GAME PRESERVES
RECREATION
PLANTING
CULTIVATING
HARVESTING
BREEDING
RAISING
FEEDING
MANAGEMENT
FEDERAL
LOCAL
STATE
FINANCE
GEOPHYSICAL
SEISMOGRAPHIC
DRILLING
PUMPING

EXTRACTION
MARKETING
PULPWOOD
TIMBER
SOIL
WILDLIFE
MINERALS
LOGGING
SMELTING
MILLING
REFINING
EXTRACT
EXCAVATE
GRADING
MARKET
LAND
FIBER
GROWTH

BUSINESS AND OFFICE

S	T	E	N	O	G	R	A	P	H	E	R	A	T	A	D
X	E	C	A	S	H	N	O	I	T	A	U	L	A	U	E
B	X	C	O	M	P	U	T	E	R	N	G	I	S	E	D
M	E	E	R	O	T	S	T	E	R	P	R	E	T	N	I
A	C	P	L	E	G	A	L	R	E	G	A	N	A	M	T
R	U	L	X	A	T	L	O	K	L	Y	M	O	P	Q	I
G	T	A	E	T	R	A	N	S	C	R	I	B	E	R	N
A	I	N	S	R	X	C	R	E	P	O	R	T	I	N	G
I	V	N	I	Q	K	I	S	Y	T	T	E	R	T	D	B
D	E	I	H	R	M	D	M	Z	C	N	C	M	R	X	T
G	C	N	C	D	A	E	R	V	U	E	O	O	O	Y	N
N	I	G	N	V	I	M	O	R	R	V	R	N	P	B	A
I	F	V	A	E	L	I	F	P	T	N	D	I	E	T	T
L	F	L	R	A	N	A	L	Y	S	I	S	T	R	E	N
U	O	M	F	I	S	C	A	L	N	T	O	O	Q	G	U
D	I	S	T	R	I	B	U	T	I	O	N	R	P	D	O
E	X	S	X	E	T	A	N	I	D	R	O	O	C	U	C
H	O	D	P	Z	R	E	P	E	E	K	K	O	O	B	C
C	O	R	R	E	S	P	O	N	D	E	N	C	E	Z	A
S	P	U	B	L	I	C	R	E	L	A	T	I	O	N	S

- SECRETARY
- STENOGRAPHER
- EXECUTIVE
- LEGAL
- SCHEDULING
- REPORTING
- PUBLIC RELATIONS
- CORRESPONDENCE
- ACCOUNTANT
- BOOKKEEPER
- COMPUTER
- CLERK
- TYPIST
- EDITING
- DESIGN
- DATA
- DIAGRAM
- INTERPRET
- INSTRUCT
- PLANNING

- BUDGET
- FRANCHISE
- EVALUATION
- COORDINATE
- MANAGER
- FISCAL
- ANALYSIS
- TAX
- CASH
- INVENTORY
- RECORD
- REPORT
- STORE
- COST
- OFFICE
- MAIL
- FILE
- FORMS
- MONITOR

COMMUNICATION AND MEDIA

```
M A B R O A D C A S T I N G X C
I L L U S T R A T I N G V N E O
C V O T C L M B S R Q S T I L M
R M O L A S T U O Y A L L C O P
O Z V U W X Y Z A B C O A I S U
W D S A T E L L I T E B S L M T
A I E D I T I N G G H M E P O E
V E F G N I T F A R D Y R S C R
E L E C T R O N I C S S T E M S
S I G N I T N I A P G G R L S C
Y J S D M P A Q H N N N A B C H
S K U N O C R P I O G I N A I O
T A N O I T A M I N A D S C N I
E S T T S R M T I B C N M D O S
M U P N G A A T A D E I I N R I
S O G E R M N Q R S T B S A T V
G I L G I I L M N O Z K S E C E
S E O N R P Q A B D E O I N E L
T R A P L A T E S C F O O I L E
P U B L I C A T I O N B N L E T
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MICROWAVE SYSTEMS
ELECTRONIC SYSTEMS
PROGRAMMING
PUBLICATION
TELEGRAPH
LINE AND CABLE SPLICING
LASER TRANSMISSION
ANIMATION
OPTICA
TELEVISION
ELECTRONICS
BROADCASTING
ILLUSTRATION
SIGNS

BOOKBINDING
ANIMATION
LAYOUTS
AUDIO
PRINTING
VISUAL
SATELLITE
COMPUTERS
CONSOLE
DRAFTING
EDITING
PLATES
PAINTING
SYMBOLS

CONSTRUCTION

```
O I L L U S T R A T I O N F P F
R P L A N N I N G U O T V I R O
E O E A R T H M O V I N G N E U
T W L R S E I R E P A R D I F N
A E E C A R E L K N I R P S A D
W R C I N T E S T I N G G H B A
O C T T G Z I R S C T S R I R T
O Q R E I R V O R T R N O N I I
D T I H S T C Y N C L O U G C O
E G C T E Q R B G S M I N O A N
R N B N D N R N G C C T D P T W
U I L Y O O I N V H S A S E I O
T T O S C P I T O E E C E R O R
C A A E A M L B T D I I I A N K
A M D H R O R C L U T N R T G R
F I S O L E D Z M L I U E I I O
U T F A W X C I V I L M P O S W
N S T E R T U R F N I M A N E Z
A E S C I S S A L G T O R S D T
M E C H A N I C A L U C K L X X
```

OPERATIONS
PLANNING
METAL
MECHANICAL
AIR
ELECTRIC
MANUFACTURED
SCHEDULING
ESTIMATING
MASONRY
WOOD
SYNTHETIC
GLASS
FOUNDATION WORK
SEWER
FORMING
SHAPING
PREFABRICATION

ILLUSTRATION
EARTH MOVING
FINISHING OPERATIONS
DECOR
WATER
DRAPERIES
COMMUNICATIONS
SPRINKLER
DESIGN
UTILITIES
TURF
CIVIL
GROUNDS
TESTING
POWER
WORK
DESIGN

CONSUMER AND HOMEMAKING

```
V A L L I K S E C N A D I U G W
P L C B S V C L U X S X K N I T
H T O G T A V E T V L L O N M G
O E D N A L Y R T T L G D L G N
L R N I N U L A I U A O I N N I
S A O T D E I P N L W R E O I L
T T I C A S M P G S Z X T I N E
E I T E R A A A T M M L A T N S
R O A P D W F E G Z G G R A A N
I N U S S X X N C G N N Y C C U
N M L N D T I L N I I I N I G O
G X A I I V O I P Z K D G N N C
N S V L R T H E R D R A I U I R
I L E E H C E Z O E A R S M T E
N A S I T K S U N E M G E M A M
N O N I E R L D P M C U D O R U
I G T S O W E A V I N G S C E S
P S U O G N I R I A P E R N P N
S O L R E F I N I S H I N G O O
H F A M I L Y P L A N N I N G C
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CONSUMER COUNSELING
HOUSEKEEPING
FAMILY PLANNING
CONSUMER
FLOORS
WINDOWS
WALLS
DIETARY
OPERATING
MENUS
GUIDANCE
UPHOLSTERING
REFINISHING
COMMUNICATION
CANNING
REPAIRING
CUTTING
SPINNING

STITCHING
DARN
KNIT
ALTERATION
DESIGN
GRADING
MARKING
CLOTHING
GOALS
SERVING
TEXTILE
EVALUATION
APPAREL
SKILL
FAMILY
VALUES
STANDARDS
WEAVING

ENVIRONMENT

```
S T R E E T S S Y A W R E T A W
A O N O I T A C I F I R U P I A
N W A T E R S H E D G L R A R T
I E X S E T S A W O N V E R F E
T R T P M A W S S C I S Z A I R
A S O I L O R B E K G N I S E S
T O W E R S N A R I D O L I L H
I R R I G A T I O N E I I T D E
O P E S T S E P T G R T B E S D
N D S P E C I E S O D A A E L E
C H E M I C A L S V R C T D A M
I R R I G A T I O N N I S W X O
R X V E C O L O G Y O N N Y S G
T S O U E C A P S H I U A G Y R
S E I V L A R U R S T M B O A A
L G R W E A T H E R U M R M W P
A D R A I N A G E A L O U S D H
N I H A Z A R D S M L C Z A A I
A R C H A R T I N G O S E D O C
C B N O I T A T R O P S N A R T
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MONITORING
SANITATION
IRRIGATION
RESERVOIR
CANALS
WATERWAYS
IRRIGATION
DEMOGRAPHIC
TRANSPORTATION
STREETS
ROADWAYS
BRIDGES
AIRFIELDS
DAM
TOWERS
POLLUTION
PURIFICATION
CHEMICALS
WATERSHED
CHARTING
WATERSHED

PARASITE
SPECIES
DREDGING
STABILIZER
TOWERS
CODES
HAZARDS
SWAMP
MARSH
ECOLOGY
PESTS
ORES
WEATHER
SOIL
URBAN
RURAL
SMOG
SPACE
DOCKING
COMMUNICATIONS

FINE ARTS AND HUMANITIES

C O M M U N I C A T I O N S P C
A N G I S E D N O I H S A F R X
M L M E D I A L G Y A S S E A L
E A Q Z X N I N E M T R A O M V
R U T V L G I R G N I T N I A P
A S W M H D U S Q T I G N L S E
M I O T R T E L E V O N G L N G
A V I O P R R S E S C I I U O A
N N C L U M T W U A A L S S I T
G E U T V L R W X R R D E T T S
R C L Y Z I L C M E E N D R A Y
S U E O T F I Y N M E A N A L R
C P C I Q S R R O A R H O T E O
L I N G U I S T I C S A I I R T
T G A M O N A E D B E T H O C S
L M D G F E D O A C T A S N I T
G R A P H I C P R I S D A K L R
H G N I T I D E E P A T F L B O
G N I S S E C O R P M L I F U H
C O S T U M E D E S I G N M P S

CREATIVE WRITING
LINGUISTICS
NOVEL
POETRY
ESSAY
DRAMA
SHORT STORY
PAINTING
SCULPTURE
DANCE
MUSIC
COSTUME DESIGN
PUBLIC RELATIONS
COMMUNICATIONS
ILLUSTRATION
FILM PROCESSING
FASHION DESIGN

TAPE EDITING
CULTURES
FILM
RADIO
CAMERAMAN
RECORDING
LIGHTING
STAGE
CAMERA
SETS
GRAPHIC
VISUAL
CAREERS
ART
MEDIA
SET
DATA HANDLING

HEALTH

S I C K C A R E Y M O T A N A H
C O O P E R A T I V E G X A B E
H P C R E S E A R C H N C B R A
E E L I I M M U N I Z I N G E L
M D I S A E C R O V I D E F P T
I I N T Y L G H I J K N L Y O H
S A I O P O S N M Y L I E G R I
T T C R A R O E G P Q F N O T N
R R S A R T B O R S R E N L I S
Y I E G E N L B L V T S O O N U
U C R E H O O I E E I A S I G R
V S V Z T C O O V U P C R C N A
W X I Y A N D P A C Q R E O I N
Y Y C S B O B H R S X S P S D C
G H E E L S A Y T E D Z L O R E
O T S U M I N S M R Y C I L O P
L A X S C O K I O T I Z B C C J
O E L S D P S C C B T B R Q E L
I D Z I O V E S H O M E C A R E
B A C T E R I O L O G Y D O O F

SOCIAL SERVICES
CLINIC SERVICES
COOPERATIVE
SICK CARE
HEALTH INSURANCE
BACTERIOLOGY
CYTOLOGY
CHEMISTRY
ANATOMY
SOCIOLOGY
POISON CONTROL
RECORDS
FOOD
CASE FINDING
PEDIATRICS
RESEARCH
BIOLOGY

BIOPHYSICS
IMMUNIZING
THERAPY
HOMECARE
BIRTH
DIVORCE
DEATH
RECORDING
REPORTING
RESCUE
PERSONNEL
STORAGE
TRAVEL
POLICY
BLOOD BANKS
TISSUES

HOSPITALITY AND RECREATION

```
C O N C E S S I O N S L B B C L
O O M A I N T E N A N C E E G A
N K N C M A R I N A O C E A N N
S R X D I T G T E N N I S C I D
T A R E O N O I D A R L O H G S
R P L S B M C S N O O C C E D C
U H S I F G I I R O E D I S O A
C K L G T R F N P I S B A Z L P
T G Z N A S R Q I Y A M L T P I
I O X L T M Z T A U S F S S U N
O L C R V O E W Z T M E M E O G
N F O S O T R R N A I S U C R L
Z P A L T E U A R R G T I R G E
S S C I T L R K A O N I R O E F
L T H A X U E R D V I V A F R I
E R W R A T A A E I T A U D U L
T O Z T I U Q N S S C L Q E T D
O S S N T R Z G E T A I C M L L
H E G S I N G E R A K T A R U I
R R E F O R E S T S L P M A C W
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CONDOMINIUMS
MARKETING
CONCESSIONS
CONSTRUCTION
RESTAURANTS
DESIGN
LANDSCAPING
MAINTENANCE
FINANCE
OCEAN
BEACHES
ESTUARIES
RANGES
FORESTS
DESERT
FISH
GAME
WILDLIFE
VISTAS
PARK
PICNIC
SING

CAMP
ZOO
ACQUARIUMS
TRAILS
WATERWAYS
RESORTS
MOTEL
HOTELS
MARINA
LODGING
SKI
GOLF
TENNIS
CULTURE GROUP
ARMED FORCES
POOL
RADIO
FAIRS
FESTIVAL
SOCIALS
SPORTS
COACH

MANUFACTURING

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P S A L E S N O I T A M O T U A
R R V T R T N E N O P M O C C N
O X O O E Z T R S Z C E B Q U I
C Q T D M C R R P Q Y D X T M M
E V U E U A B E E T B I N R M A
S E A S S C S T C L E A O A U L
S P H I N O T A T Y R G I D N M
I Y I G O M O I I R N N T E I L
N T N N C P R L O D E I A V C I
G O E T P O I I N N T G Z I A A
N T R O H N N N Q U I A I T T R
L O A S E E G G R O C K L C I L
A R L M L N T T U F S C I A O E
S P O L D T L I D I B A T R N N
O H I O R A X W C Y Z P U T S N
P K O U R E C E I V I N G X V O
S F C U R B E L B A T E G E V S
I K T S U P E R V I S I O N Q R
D A A I R G N I S S E C O R P E
N R E C Y C L I N G E D A R T P
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PRODUCTION
PROCESSING
AUTOMATION
COMPONENT
INSPECTION
NATURAL
SYNTHETIC
DISPOSAL
RECYCLING
PERSONNEL
COMMUNICATIONS
PROCESSING
SUPERVISION
SKILL
ANIMAL
VEGETABLE
MINERAL
EXTRACTIVE
DESIGN
UTILIZATION

CONSUMER
PROTOTYPE
PACKAGING
COMPONENT
CYBERNETICS
FOUNDRY
RETAILING
TRUCK
AIR
RAIL
STORING
TRADE
HOME
FOOD
BID
TRADE
AUTO
SALES
MEDIA

MARINE SCIENCE

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M W E L D I N G N I R O H C N A
C A G N I K O O C T C U D O R P
O T R A W L E R E S M A L C V L
N E T I I R Q S T S U R V E Y A
A R R O N B A S H R I M P A R N
V C A L L E N N O S R E P N T K
I H P N S E P G R E T S Y O X T
G E S I N H N L A I R E A G N O
A M D I S I T E A P T E B R O N
T I E I G R K M A N L V Y A I D
I S F G A A A R O C T R H P T C
O T I H N E A I Y C G S P H A M
N R C S R S T C E N E E A Y C L
G Y T B I I Y R I I O I R T I E
N P A T L G U T C L A M G N N G
I A E O O T R E E F X E O E U A
V M M L L A P E R C H N T R M V
I E O U H S A R D I N E O R M L
D C C C T N E I R T U N H U O A
E M E T E O R O L O G Y P C C S
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ECOLOGY
MARINE PLANTS
WATER CHEMISTRY
DEMOLITION
RIGGING
WELDING
ANCHORING
DIVING
SALVAGE
TRAWLER
SEINE
NET
TRAPS
METEOROLOGY
NAVIGATION
COMMUNICATION
PRODUCT COOKING
OIL
MEAT
DISEASE
PARASITE
PLANKTON
SNAKE

CULTURE
OCEANOGRAPHY
CHARTING
PHOTOGRAPHY
PERSONNEL
NUTRIENT
CURRENT
MAP
CHART
AERIAL
SURVEY
ENEMIES
FISH
CLAMS
SHRIMP
SPECIES
CYCLE
OYSTER
SARDINE
PERCH
REEF
BREAM
CLAM

MARKETING AND DISTRIBUTION

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P U B L I C I T Y E L A S E R E
H O U S I N G X E C N A N I F N
C A R R I E R S Z X T L N N R G
V U B T R A U E L L O S Q T B I
T T C L E L M N A D U R M A Z N
O O Y E S P O T G R E R R N N E
L M R N E Q N I A M A Q G G O E
A O O N A A N N U F M B N I I R
N T T O R G C S T U T D I B T I
O I N S C E N R E N G S S L A N
I V E R H O A L E N E G U E T G
T E V E C F O M I I T N O S R E
U Y N P F R P S R E C I H E O L
T A I I T I I O R C U K E D P E
I L C E U T S A R M D N R A S R
T P P Q R S W E L N O A A R N A
S S E E E K K O Q R R B W T A P
N I V C R I G N I P P I H S R P
I D C A T T Z L R O D N E U T A
A A H M O T L E L A S E L O H W
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ADVERTISING
DISPLAY
PUBLICITY
ENGINEERING
RESALE
WHOLESALE
INSTITUTIONAL
APPAREL
HOUSING
AUTOMOTIVE
TRANSPORTATION
VENDOR
CARRIERS
SHIPPING
INVENTORY
BANKING

CREDIT
PRODUCT
RESEARCH
INSURANCE
FINANCE
TRAVEL
LODGING
RENTAL
FARM
TRADE
PETROLEUM
INTANGIBLES
TRAFFIC
WAREHOUSING
PERSONNEL
CONSUMER

PERSONAL SERVICES

```
S C A L P T R E A T M E N T C C
K H F X G N I R E H S U H A O M
I S A S H A V I N G Y E R L U O
N T C M X V T D C G A E O L N N
T C I V P U R L O T E R G G S Y
R U A W X O I L R R T L N F E G
E D L T C P O I U E R I V U L O
A O Q E P H C I S X T P O N I L
T R R I T A D T N R C A B E N O
M P N A L M I N O G G L G R G N
E G P L O N G P V N N N O A G H
N N P Q G R S N I B I C R L N C
T I C R C N L L I S O A O S I E
X Z V O A T Y R I R C L B K T T
S Y T R Z T C T Q R U M A I S P
E L T Q S O R U V T T C L L I U
L A L R U E G A S S A M I L S E
A N I A V F I N A N C E S N S K
S A B D C U S T O D I A L V A A
H M A K E U P V Y R A U T R O M
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SHAMPOOING
HAIR STYLING
COLOR TESTING
MANICURING
MAKEUP TECHNOLOGY
MORTUARY
SKIN TREATMENT
SCALP TREATMENT
ANALYZING PRODUCTS
ADVERTISING
TRANSPORTING
THEATRICAL
MAKEUP
PATHOLOGY
SALES

USHERING
COUNSELING
FUNERALS
CUSTODIAL
LABOR
SHAVING
FACIAL
FINANCES
SKILL
CAREER
CLIPPING
MASSAGE
RECORD
ASSISTING

PUBLIC SERVICE

```
P L A N N I N G D S N G I S E D
R R E F U S E E F A G H S A I R
I C O N S U M E R L J K T L F U
S A C B I R T H L A E D R E I G
O O D E A T H M N R U E O S R S
N M I L I T A R Y I N E P V E W
I P Q R S A I T U E E D R C X Y
N S S S B X A O Z S U S I T T S
D L M M C A R Y N Z E V A U I E
U A O O D T T V S G R T P R S C
S N T T E I X E D E E O Q N N I
T I S S R O S I S K R E Y P A V
R M U U K N R L R T G T G I R R
I R C C E B A A R A I S N K T E
E E O C A I M B I R E N I E D S
S T I N C R O R U L O V G L I T
S L K I O N R C T Q P T D X P R
Z S D B D A E I E C I L O P A U
R U A S M S T T U N N E L S R O
J L F E E S G N I L E S N U O C
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- JUDICIAL SERVICES
- LABOR MARKET
- PRISON INDUSTRIES
- SECURITY
- COUNSELING
- TESTING
- COURT SERVICES
- PLANNING
- PROBATION
- DESIGN
- MILITARY
- SECURITY
- LODGING
- DRUGS
- TAXATION
- FEES
- SALARIES
- CONSUMER
- SALES
- REVENUE
- TUNNELS

- RAPID TRANSIT
- REFUSE
- TURNPIKE
- AIRPORTS
- TERMINALS
- BIRTH
- MARRIAGE
- DEATH
- DEEDS
- CUSTOMS
- LICENSE
- STOCK
- BONDS
- TITLES
- FIRE
- POLICE
- BANKS
- CUSTOMS
- PORT
- BRIDGES

TRANSPORTATION

V L A U N C H O P E R A T I O N
A E S N O I T A C I N U M M O C
T L H R E V I R E G N E S S A P
A X T I U R P G N I D N A L N E
D V S E C U R I T Y X W V S O N
M R S N M L T Z L X Y U M C I I
U E R O L O E E S K R E L C T L
E E I P L Z N O T S T O B V C E
L N A I Q N P S P S R G W T E P
O I P Z O E D S Y E N E A L P I
R G E S R R L S R I R N R X S P
T N R A A U S E H C K A G E N T
E E T W R L L C T I Q C T L I R
P O E R A D T H N P O V O I T S
R T Y N N A G G R O U N D T O V
S R G A P I T A N K F A R M S N
X I H S L F L I G H T C R E W X
S L I F S I S Y L A N A K S A T
O D E C I V R E S T H G I E R F
E Q U I P M E N T R E P A I R S

VEHICLE OPERATION
SECURITY
EQUIPMENT REPAIRS
SIGNALS SYSTEM
DISPATCHING
AGENT
CLERKS
OPERATOR
FREIGHT SERVICE
PIPELINE
TASK ANALYSIS
LAUNCH OPERATION
PERSONNEL
FLIGHT CREW
ENGINEER
PETROLEUM

INSPECTION
TANKING
SURRY
HANDLER
REPAIRS
STOCK
TANK FARMS
DATA
PASSENGER
LANDING
GROUND
RIVER
COMMUNICATIONS
PILOTING
STEWARDS
FLIGHT CREW

GOOD WORK HABITS

A	X	L	Q	R	Y	T	I	L	A	U	T	C	N	U	P
S	T	B	D	E	X	Z	F	E	R	L	O	Q	F	S	T
E	O	T	N	M	L	G	F	R	D	S	B	R	O	S	E
N	T	X	I	N	I	A	T	I	V	E	V	R	R	E	C
S	T	C	A	T	Q	R	S	S	F	N	T	A	E	N	N
E	D	E	C	O	U	R	T	E	S	Y	T	S	S	D	A
O	L	N	M	O	M	D	L	D	U	T	O	L	I	E	R
F	V	O	S	O	Y	E	E	X	U	S	P	M	G	D	A
H	S	I	T	Q	T	P	Z	Y	W	R	Q	N	H	N	E
U	E	T	L	R	S	E	D	N	E	I	R	F	T	I	P
M	L	A	X	I	E	N	T	H	U	S	I	A	S	M	P
O	F	P	L	N	N	D	N	P	O	Y	R	L	O	N	A
R	C	I	O	T	O	A	R	R	U	T	U	R	G	E	L
O	O	C	Y	E	H	B	L	O	T	I	A	Y	N	P	A
Q	N	I	A	R	N	I	B	M	R	L	T	T	I	O	N
R	T	T	L	E	B	L	Z	P	[illegible]	A	B	I	L	Z	O
B	R	R	T	S	L	I	Q	T	Q	T	Z	L	L	R	S
Z	O	A	Y	T	T	T	Y	B	O	I	L	I	I	B	R
L	L	P	V	S	X	Y	R	Z	M	V	T	B	W	X	E
U	S	E	O	F	V	O	I	C	E	S	L	A	O	G	P

ATTITUDE
COURTESY
DEPENDABILITY
DESIRE
ENTHUSIASM
FORESIGHT
FRIEND
HEALTH
HONESTY
INITIATIVE
LOYALTY
MORALITY
NEATNESS
PERSONAL APPEARANCE

PUNCTUALITY
SELF CONTROL
SENSE OF HUMOR
TACT
USE OF VOICE
PARTICIPATION
GOALS
VITALITY
INTERESTS
PROMPT
ABILITY
WILLING
OPENMINDEDNESS

OCCUPATIONS PUZZLE

```
A S T R O N O M E R A D I O Y O B S U B
A C T O R E Y W A L C N E M Y G R E L C
N L T S A N I T A R I A N R E K O R B E
E E X R E N G I S E D R A U G O D E E M
S R X B E A U T Y O P E R A T O R V F E
T K G A B S T E W A R D E S S C G I N N
H F L O R I S T H N F B I A G E N T A T
E D A N C E R L M N A M E R O F N C I M
T R O O F E R O B O I L E R M A K E R A
I O R E R O B A L U M O D E L V T T O S
S T R E S T E C O N O M I S T U S E T O
T C T R E Y A L K C I R B Z L M I D S N
W A X Y A R C H A E O L O G S I T N I O
C P Q G L A Z I E R R E D I T O R P H Z
C R I M I N O L O G I S T D A T A X I L
A I R T R A F F I C C O N T R O L L E R
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ACTRESS
AIR TRAFFIC CONTROLLER
ANESTHETIST
ARCHAEOLOGIST
BEAUTY OPERATOR
BRICKLAYER
CATERER
CLERGYMEN
COOK
DANCER
DETECTIVE
EDITOR
FLORIST
GUARD
HISTORIAN
LABORER
BROKER
SANITARIAN
RADIO
TAXI

ACTOR
STEWARDESS
ANNOUNCER
ASTRONOMER
BOILERMAKER
BUSBOY
CEMENT MASON
ARTIST
CRIMINOLOGIST
DESIGNER
ECONOMIST
FBI AGENT
FOREMAN
GLAZIER
LAWYER
MODEL
ROOFER
ACTOR
CLERK

SOME WORDS WILL BE FOUND GOING ACROSS, SOME UP AND DOWN, AND SOME DIAGONALLY. SOME ARE WRITTEN BACKWARDS. IF A WORD APPEARS MORE THAN ONCE IN THE COLUMN, THEN IT APPEARS MORE THAN ONCE ON THE PUZZLE.

OCCUPATIONS PUZZLES

```
A S T R O N O M E R E H C T U B
T D S E R V I C E M E N U H B U
T X J O C U R A T O R R S E G S
E C A U T H O R O L I A T R T D
N B D C S G N I N I M L O A S R
D A I R Y T M I O P N E D P I I
A T T O R N E Y C N A S I I P V
N A M E T U O R H I M R A S Y E
T E A C H E R C E A A U N T T R
S U R V E Y O R F D E N T I S T
I S B E D O S A L E S M E N I P
R T X Y P O L I C E M A N U N R
T A X I A A S E I L R E D R O T
A T Z K R R I R Q S R E G N I S
I I O T E S E R Z R E L L E T I
H O L G T H L L M E L O R A P G
C N N O C W E Z M A S O N N E G
Y I L N O L D L A T N E D A C U
S I A F F L O R I S T S P D E R
P R O G R A M M E R R E V I R D
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ADJUSTER
ASTRONOMER
BUTCHER
ATTENDANTS
ATTORNEY
DENTIST
PROGRAMMER
PSYCHIATRIST
TECHNICIAN
SURVEYOR
REPAIRMAN
TEACHER
SEAMAN
RECEPTIONIST
POLICEMAN
CURATOR
CUSTODIAN
DRIVER
MODEL
SINGER
TELLER
ORDERLIES
BUSDRIVER

TYPIST
RANCHER
COOK
ROUTMAN
TAILOR
SALESMEN
PILOTS
FLORISTS
DRUGGIST
TAXI
SIGNERS
NURSE
MINING
CHEF
MASON
PAROLE
SERVICEMEN
DAIRY
DEAN
DENTAL
STATION
THERAPIST

SOME ARE FOUND UP AND DOWN, SOME ACROSS AND SOME DIAGONALLY. IN SOME CASES, THERE IS ONLY ROOM FOR PART OF THE OCCUPATION. SOME ARE SPELLED BACKWARDS. IF A WORK APPEARS MORE THAN ONCE IN THE LIST, IT APPEARS MORE THAN ONCE IN THE PUZZLE.

OCCUPATIONS PUZZLE

```
D F E H C U P H O L S T E R E R
S O A E W A G R O N O M I S T E
S R O R N L S A L E S M A N C S
E E C R M G O H M N A P P B D T
R S X E M E I Q I R S O A T T A
T T L W A A R N M E H D I S B U
S E N P I O N P E L R I C I A R
M R R A D Q R X L E T A I G K A
A E E R U C L E R K R T T O E N
E V H G V W B A R B E R E L R T
S E P O E X Y L Z T B I I O E E
R N A T N U R S E A C S D O T E
O U R O G U R X L M N T R Z N R
T E G H I R E T N E P R A C E E
I R O P N Y R A U T C A W O T T
D P E M E C H A N I C Q E W R I
U R G R E G N A R S T U T V A A
A N T H R O P O L O G I S T B W
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BELLHOP
MAID
WAITER
BARTENDER
STEWARD
CHEF
ANTHROPOLOGIST
GEOGRAPHER
PODIATRIST
BAKER
CLERK
ZOOLOGIST
SALESMAN
FARMER
RANGER
AGRONOMIST
DIETICIAN

DOORMAN
SEAMSTRESS
AUDITOR
ENGINEER
UPHOLSTERER
RESTAURANTEER
CASHIER
FORESTER
CARPENTER
BARBER
PHOTOGRAPHER
NURSE
MECHANIC
ACTUARY
REVENUER
ENGINEER

SOME WORDS WILL BE FOUND UP AND DOWN, SOME ACROSS AND SOME DIAGONALLY. SOME OF THEM WILL BE WRITTEN BACKWARDS.

OCCUPATIONS PUZZLE

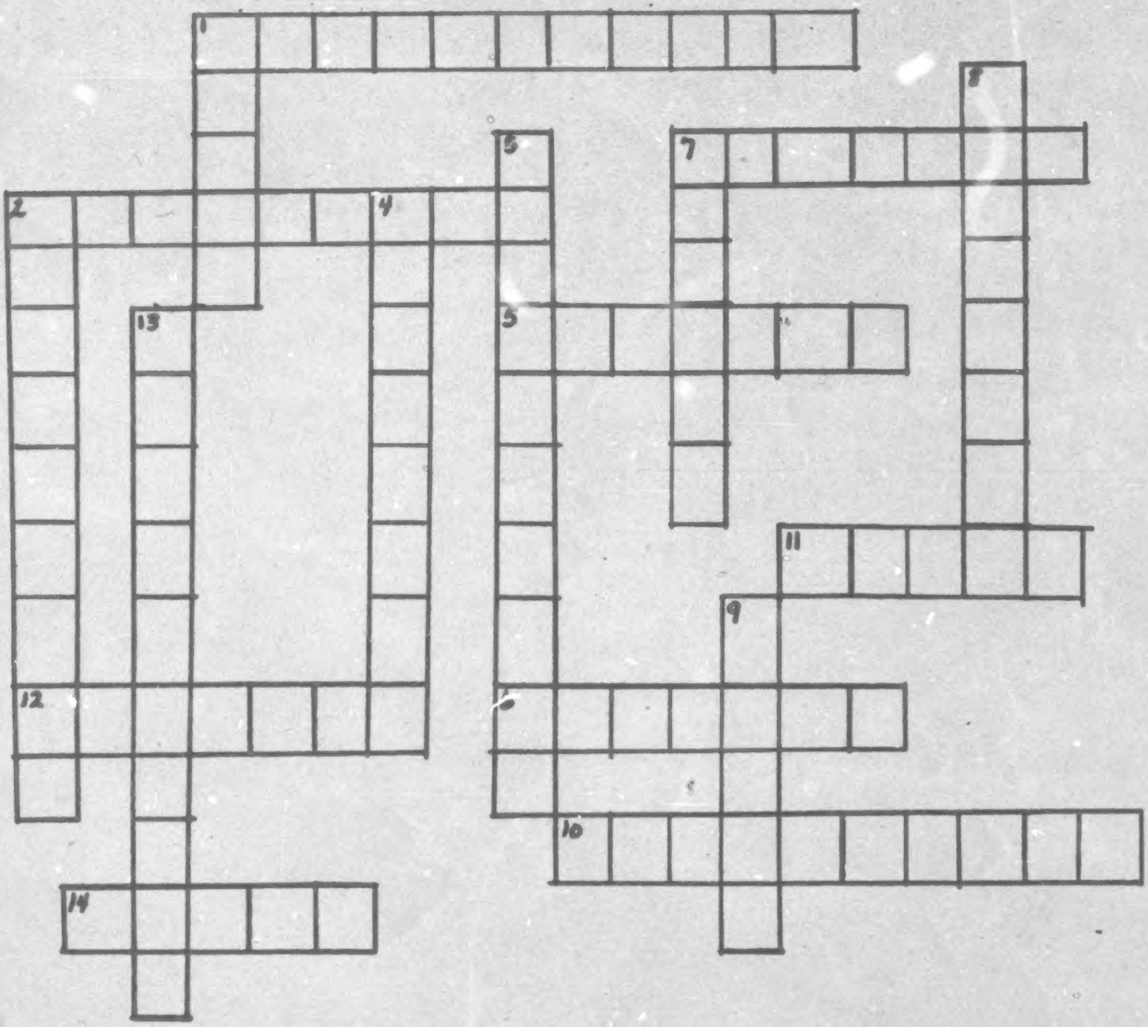
T	N	A	I	C	I	N	H	C	E	T	Q	R	V	Y	N	T	O	M
R	E	F	O	R	E	S	T	E	R	S	S	A	B	R	C	D	R	A
U	E	A	F	G	H	H	I	J	K	I	K	I	L	A	L	M	E	T
C	N	O	C	P	P	Q	K	T	R	P	S	P	M	T	S	T	H	H
K	U	U	V	H	W	R	W	S	X	Y	X	H	W	E	Y	Z	P	E
D	V	T	O	D	E	N	T	I	S	T	P	A	O	R	H	W	A	M
R	X	S	X	L	Y	R	Z	G	Z	Y	U	R	V	C	W	C	R	A
I	P	I	C	X	W	R	Y	O	Z	A	A	M	B	E	R	C	G	T
V	R	G	F	I	L	E	C	L	E	R	K	A	I	S	E	T	O	I
E	I	O	D	E	E	G	F	O	G	H	H	C	J	L	Y	S	N	C
R	N	L	K	L	L	N	M	E	M	N	N	I	O	A	U	I	A	I
P	T	O	L	I	P	A	X	G	N	U	R	S	E	C	B	N	E	A
Q	E	I	U	V	W	R	N	A	I	C	I	T	E	I	D	A	C	N
R	R	B	F	G	Y	E	N	R	O	T	T	A	X	D	A	T	O	X
T	G	U	I	D	A	N	C	E	C	O	U	N	S	E	L	O	R	Y
M	E	T	E	O	R	O	L	O	G	I	S	T	E	M	D	B	C	B

TEACHER
DENTIST
METEOROLOGIST
GUIDANCE COUNSELOR
FILE CLERK
MATHEMATICIAN
PHARMACIST
PILOT
CHEMIST
CLERK
PRINTER
BUYER
RANGER

TRUCKDRIVER
GEOLOGIST
MEDICAL SECRETARY
TYPIST
DIETICIAN
BIOLOGIST
TECHNICIAN
BOTANIST
ATTORNEY
OCEANOGRAPHER
NURSE
FORESTER

WORDS MAY BE FOUND UP AND DOWN, ACROSS OR DIAGONALLY. SOME MAY BE WRITTEN BACKWARDS.

THESE ARE ALL NAMES OF OCCUPATIONS. THEY ARE FAIRLY COMMON ONES.



DOWN

1. Man who performs in plays or movies.
2. Plans and designs buildings.
3. Construct walls of brick, tile, and other materials.
4. Plans and prepares food for parties and weddings.
7. Raises crops, animals, poultry, etc.
8. Plants grass and cares for lawns.
9. Poses for artists and photography.
13. Person who keeps cities clean.

ACROSS

1. Puts patient to sleep before surgery.
2. One who reads commercials and gives news.
5. Studies composition and chemical properties.
6. Gives assignments to reporters and evaluates stories.
7. Supervise and coordinate activities of blue collar workers.
10. One who fixes dead people for burial.
11. One who works in a store.
12. People in charge of football team.
14. Brick _____ or cement _____.